

## **ACIP**

### Zion Chapel School

Coffee County Board of Education

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# Executive Summary

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## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

### Community Characteristics

Community characteristics and demographic information were compiled from the 2010 Census for Coffee County in Alabama. Because Zion Chapel is located in the rural northern part of Coffee County, specific data on this region could not be compiled. Coffee County's 2016 population is estimated at 51,226, which indicates a 2.5 percent increase since the 2010 census count of 49,948. Coffee County has a median value of owner-occupied housing units of \$137,000 with 22,883 housing units. The Census determined that Coffee County has 2.63 person households and the median household income is \$46,729. The Census also identified 17.1 percent of the people are living in poverty in Coffee County. Additionally, the 2014 Alabama Kids Count Data Book identified 26.8 percent of children in Coffee County as living in poverty. The racial makeup of Coffee County includes the following:

White 74.7%

Black, African American 16.7%

Asian 1.3%

American Indian, Alaskan Native 1.3%

Native Hawaiian and Other Pacific Islander 0.2%

Persons reporting two or more races 2.5%

Some other race 3.3%

White persons, not of Hispanic/Latino origin 93.6%

Persons of Hispanic or Latino origin 6.4%

Eighty-five percent of Coffee County residents are high school graduates and 24 percent hold a bachelor's degree or higher.

### School Characteristics

Over one hundred years ago, in a small community known as Jack, Zion Chapel School was chartered. In 1957, Zion Chapel had its first commencement service for its graduating class. In 1961 the school added a football field and stadium and a gym in 1966. Currently, Zion Chapel is one of four schools in the Coffee County School System and is a P-12 public school serving northwestern Coffee County. The school is designated as a "unit" school with one campus serving grades P-12. The first Pre-K classroom was added in August 2016 as part of Alabama's First Class Pre-K program. In August of 2017, a second Pre-K classroom was added. Zion Chapel serves students from different communities between Brundidge and Ariton to Glenwood and Elba, Alabama. The campus houses eight main buildings, a playground, a field house, a football stadium, and a baseball/softball complex. Zion Chapel is categorized in the 2A classification group.

### Faculty and Staff

Zion Chapel School has a dedicated faculty and staff. The staff includes three administrators, two counselors, one media specialist, one instructional coach, fifty teachers, and twenty-three support personnel.

### Student Characteristics

The present enrollment is 844 students in grades Pre-K through 12. The enrollment has increased by 15 students since the 2016-2017 school year. The student population is 93 percent white, 2.7 percent black, 2 percent Hispanic, 1.8 percent American Indian, 0.1 percent Asian, and 0.1 percent Pacific Islander. Of all 844 students, 63 percent of the students enrolled at Zion Chapel School are currently eligible for participation in the free and reduced lunch program for the 2017-18 school year. The number of students who qualify for free and reduced lunch has steadily increased over the past several years. In the spring of 2002, Zion Chapel School was designated as a Title I program school based upon the eligibility criteria for the free and reduced lunch program. The school has continued to be eligible for Title I assistance. The number of students enrolled in our special education programs vary each year, based upon their individual needs and targeted services. For the current year, we have identified students with the primary eligibility status for the following categories:

Specific Learning Disability - 56

Intellectual Disabilities - 2

Hearing Impaired - 0

Other Health Impaired - 1

Emotional Disability - 1

Traumatic Brain Injury - 0

Multiple Disability - 0

Speech/Language Impaired - 18

Developmentally Delayed - 1

Visual Impairment - 1

Autistic - 3

Gifted - 108

Total - 181 Students with Exceptionalities

### Free-Reduced Lunch Eligibility

2017-2018 School Year - 63.03%

2016-2017 School Year- 56.08%

2015-2016 School Year- 59.10%

### School Profile

To develop the school profile, data was collected from the following sources to determine these three areas: the local school's iNow electronic records system database, U.S. Census records, and locally developed data collection measures. A comprehensive needs assessment was developed to survey data from the following areas: Parents/Guardians, Faculty, and Students. Test data was also analyzed for the following assessments: American College Testing (ACT), Scantron Performance Series, WorkKeys, PSAT, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

### Student Performance

2nd Grade:

Oral Reading Fluency (Words correct) - 69%

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Oral Reading Fluency (Accuracy) - 72%

Nonsense Word Fluency (Correct letter sounds) - 81%

Nonsense Word Fluency (Whole words read) - 73%

3rd Grade:

Oral Reading Fluency (Words correct) - 61%

Oral Reading Fluency (Accuracy) - 59%

Reading:

ACT ASPIRE (Percentage Scoring Ready or Exceeding)

3rd Grade - 37%

4th Grade - 43%

5th Grade - 41%

6th Grade - 59%

7th Grade - 40%

8th Grade - 50%

10th Grade - 39%

Math:

ACT ASPIRE (Percentage Scoring at Level III or Level IV)

3rd Grade - 55%

4th Grade - 59%

5th Grade - 44%

6th Grade - 79%

7th Grade - 54%

8th Grade - 50%

10th Grade - 19%

Science:

ACT ASPIRE (Percentage Scoring at Level III or Level IV)

5th Grade - 56%

7th Grade - 51%

10th Grade - 32%

English:

ACT ASPIRE (Percentage Scoring at Level III or Level IV)

10th Grade - 52%

ACT 11th Grade Results 2016-2017 (Percent of College Ready)

Mathematics- 11%

English- 39%

Science - 13%

Reading - 30%

All Four Benchmarks- 10%

WorkKeys 12th Grade Results 2016-17

Students earning silver level (benchmark) or higher - 69%

CRI Credentials for 2016-17

Seniors earning a CRI - 96% (53 of 55 students)

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## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### Statement of Purpose

Zion Chapel School strives to provide an environment conducive to the fullest possible development of each student. Our programs endeavor to meet the needs of students with diverse learning styles and a wide range of abilities and goals. The ongoing renewal of those programs is sustained by the belief that enabling students in the present is helping them build lives as contributing adults in the 21st Century. Our graduation requirements encourage students to participate in a program where they are exposed to a variety of courses, activities, and instructional approaches that ensure college and career readiness.

### Our School's Motto

Every child can learn.

### Our School's Vision

Zion Chapel School strives to provide a quality education so that all students are empowered to reach their maximum potential.

### Our School's Mission

The mission of Zion Chapel School is to provide appropriate learning experiences with effective instruction and the use of technology in a safe and positive environment established through all stakeholders creating a climate that is conducive to learning, thereby enabling each student to reach his or her maximum potential in both college and career.

### Our School's Beliefs

Children are unique and have different learning styles; therefore teaching methods address individual needs.

Student learning is the chief priority of the school, and students' learning needs are the primary focus of all decisions, based upon the belief that all students can learn.

Curriculum and instructional practices incorporate a variety of learning activities to accommodate differences in learning styles and abilities, while special services and resources are provided for exceptional students.

Assessments of student learning allow a variety of opportunities for students to demonstrate their understanding and application of essential knowledge and skills, thereby directing instruction.

The administration, faculty, staff, students, parents, and community share responsibility for advancing the school's mission and enhancing the students' self-esteem through positive relationships and mutual respect.

Students are provided challenging opportunities for active engagement in the learning process through rigor and relevance of course content.

Through education and multicultural experiences, students can appreciate cultural diversity.

directed learners.

#### Program Offerings

The faculty is responsible for a variety of basic and upper level courses to meet the educational needs of students ranging from special needs to accelerated programs.

At the elementary level, Zion Chapel offers the following programs and services: P-3 Integrated Approach to Early Learning, Accelerated Reader; scientifically research-based programs (reading, math, and science), Physical Education, Counseling, health lessons (nurse), Character Education, classroom computers, two computer labs, iPads in each classroom, two Chromebook carts, Instructional Coach, School Counselor, School Nurse, Special Needs Instruction, gifted instruction, RtI and Problem Solving Teams (PST), Progress Monitoring, DIBELS, 21st Century Extended Day Program - Zion Chapel Community Learning Center K-8, STRIDE, SPIRE, Read Naturally, Spelling Bee, Jr. Beta Club, and SGA.

At the secondary level, Zion Chapel offers the following programs and services: Honors program for 11-12, 8 Advanced Placement courses, three Career Technical Education clubs (FFA, FCCLA, FBLA), three honor societies (Beta Club, Junior Beta Club, and Mu Alpha Theta), Student Government Association, Academic Ambassadors, athletic activities (physical education, football, volleyball, cheerleading, basketball, baseball, softball), classroom computers, three computer labs, iPads in each classroom, counseling, special needs instruction, Alternative Education Program, ACCESS Classes, Dual Enrollment, foreign language (Spanish), Driver Education, yearbook, various art classes, marching and concert bands, enrichment period, Academy of Reading & Math for intervention, Global Scholar for screening, STRIDE, REACH Advisory Program.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Zion Chapel School Strengths:

Qualifying scores on AP exams increased from zero to 23  
Parent Involvement is superior  
Dual Enrollment offerings (ESCC, MacArthur, ACCESS)  
Number of academic scholarships received  
Decrease in number of major discipline infractions  
Inception of After-School Tutoring Program for 7-12th grades  
Continued implementation of strategic teaching and content literacy in all grades  
Co-Op Program reinstated in 2012  
Increase of participants in the Welding Program (Career Tech)  
Increase of participants in the Bio Med program (Career Tech)  
Alabama First Class Pre-K Grant facilitated the addition of Zion Chapel School's first and second Pre-K classrooms  
Renovations across the entire campus  
Installation of ViewSonic Interactive Flatscreen Panel in PreK classrooms  
Art Program implemented in 2012 and continues to participate in state competitions and local  
Addition of two new Advanced Placement courses this year: AP Music Theory & AP Art Studio  
Clear and regular calls to home through school messenger with important announcements  
Mu Alpha Theta (national math honors society)  
Students certificated in Microsoft Office  
Increase in band numbers FFA enrollment, FCCLA enrollment, and FBLA enrollment  
Beta Club numbers have increased  
Second year of the A+ College Ready Grant which helped ZC add 8 AP courses and Pre-AP courses in all core subjects  
Part of the first group of schools to offer Computer Science Principles as an AP course

Zion Chapel School's Areas in Need of Improvement:

- A need to increase collaboration across grade levels and across departments at the high school
- Greater efficacy in teaching the CCRS standards with noticeable improvements in student scores and knowledge base
- Implement counseling based programs to help students set and achieve post-secondary goals. This would begin with 8th grade as a preview to high school and continuing at various intervals in grades 9-12 to help students gauge where they are in college/career preparedness and where they are headed.
- Have a program in place that encourages students to acquire volunteer hours and connect with their community in a positive way, possibly as a requirement for an honors diploma.
- Integration of ACT readiness standards to include writing for both Advanced and Honors programs
- Have a strong co-op program that allows students to explore various technical fields of interest and strengthen skills necessary for those careers

- Protected time built into the schedule for both remediation and enrichment
- A group of iPads or Chromebooks for each core classroom for the implementation of project based learning and centers
- Grade level teams to support PST requirements, conferencing issues, and cross-curricular collaboration
- An interactive library that actively engages students and fosters programs to support a 7-12 literacy program
- Continued growth and variation of the arts program

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## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Zion Chapel school continues to improve through a dedicated staff, committed parents, and exceptional student body.

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# Improvement Plan Stakeholder Involvement

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## Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

At the beginning of each school year, our faculty and staff revisit our mission statement to make sure it is in line with the school's overall goals and beliefs. All stakeholders at the local school level were involved in this process. Local school administrators meet periodically with the technology team to discuss and review relevant surveys and observations of technological needs within all classrooms. Upon the collection of data, the team assembles a plan that will best accommodate all faculty and staff for Zion Chapel School.

Zion Chapel School arranges meetings throughout the school year to meet and discuss school goals, beliefs, and procedures. This task is accomplished through school-wide parent day/nights, open house, grade-level orientation nights, and teacher in-service days. The schools use student and teacher surveys results as part of its decision making process. Parents and community members are encouraged and invited to participate on many committees and provide valuable insight into the development of the school improvement plan.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Throughout the year, Zion Chapel School actively seeks input from various stakeholder groups and uses the collected data to inform decision-making regarding the school's improvement plan. For example, perception data is collected at both the beginning and end of the school year from stakeholders such as faculty, staff, students, parents, and community members. Parental Involvement meetings also guide the team in developing the improvement plan. Once the improvement plan is established, the building leadership team ensures that the goals and strategies are communicated with stakeholders via the school's website, faculty meetings, and parent meetings.

Stakeholders play a vital role in providing leadership and contributing to the decision making process. Proposed policies will be communicated to the students and parents through the Parent Advisory Committee and Student Advisory Committee. Formal inclusion of all stakeholders is evident in the construction of each school's CIP. Some settings for participation in leadership includes input in various committee groups, in particular, calendar committees, CIP, and IEPs.

Zion Chapel School's Improvement Team is made up of the following members:

Vohn Enloe: Principal

Lauren Parker: Assistant Principal

D'Andra Tingey: Assistant Principal

Tami Crosby: Central Office Consultant

Kelly Cobb: Central Office Consultant

Heatherly Smith: Technology Integration Facilitator

Lori McCrory: Improvement Chairperson

Rhonda Lucht: Improvement Member

Jan Moore: Improvement Member

Holli Richardson: Improvement Member

Cara Hussey: Improvement Member

Lee Boutwell: Improvement Member

Angie Davis: Improvement Member

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The ACIP will be reviewed at a faculty meeting. The faculty will have the opportunity to add information or make changes if needed. Teachers will receive a copy of the summary of the plan to keep in their classrooms. The improvement plan is available for review at the school and the Central Office. A copy is also available in the principal's, assistant principal's, and counselor's offices. Information is disseminated continuously on the school website, Title I meetings, Building Leadership Team meetings, and faculty meetings.

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# Student Performance Diagnostic

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## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Attachments include ASPIRE data for Reading, Math, and Science as well as ACT data.	Student Performance Data Charts Student Performance Data, Science

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## Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

ACT Aspire:

Reading - Percentage of Students Proficient

4th Grade - 43%

6th Grade - 59%

8th Grade - 50%

Math - Percentage of Students Proficient

3rd Grade - 55%

4th Grade - 59%

6th Grade - 79%

7th Grade - 54%

8th Grade - 50%

Science - Percentage of Students Proficient

5th Grade - 56%

7th Grade - 51%

English - Percentage of Students Proficient

10th Grade - 52%

ACT WorkKeys:

12th Grade Students Earning a Career-Readiness Certificate

Silver: 68%

### Describe the area(s) that show a positive trend in performance.

ACT ASPIRE:

3rd Grade Percentage of Students Proficient

	2015-16	2016-17
--	---------	---------

Reading	31%	37%
---------	-----	-----

4th Grade Percentage of Students Proficient

	2015-16	2016-17
--	---------	---------

Math	45%	49%
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5th Grade Percentage of Students Proficient

	2015-16	2016-17
Reading	38%	41%
Science	35%	56%

6th Grade Percentage of Students Proficient

	2015-16	2016-17
Reading	44%	59%

8th Grade Percentage of Students Proficient

	2015-16	2016-17
Reading	43%	50%
Math	30%	50%

ACT WorkKeys:

Percentage of 12th Graders Earning a Silver Certificate

	2015-16	2016-17
	64%%	68%

**Which area(s) indicate the overall highest performance?**

ACT Aspire:

Percentage of Students Proficient

- 3rd Grade Math - 55%
- 5th Grade Science - 56%
- 6th Grade Reading - 59%
- 6th Grade Math - 79%
- 7th Grade Math - 74%
- 7th Grade Science - 51%
- 8th Grade Math - 50%

Advanced Placement (AP) Exams:

23 qualifying scores combined in AP US History, AP Government & Politics, AP Biology, AP English Composition, AP English Language, AP Computer Science Principles, AP Calculus

**Which subgroup(s) show a trend toward increasing performance?**

ACT ASPIRE:

Reading	% Proficient 2016	% Proficient 2017
3rd Grade Females	31%	38%
5th Grade Females	35%	40%
6th Grade Females	50%	57%
8th Grade Females	46%	55%

Math	% Proficient 2016	% Proficient 2017
4th Grade Males	46%	59%
6th Grade Males	75%	83%
7th Grade Females	59%	68%
8th Grade Females	35%	60%

Science	% Proficient 2016	% Proficient 2017
5th Grade Females	32%	48%
5th Grade Males	38%	65%
7th Grade Females	56%	65%

**Between which subgroups is the achievement gap closing?**

Due to the small percentage of students who are any ethnicity other than white, we do not find significant gaps among racial ethnicities at Zion Chapel. There were some achievement gaps between economically disadvantaged students. We find those gaps closing as evidenced by the data below.

	% Proficient 2015-16	% Proficient 2016-17
3rd Grade Free & Reduced Lunch (Reading)	39 %	44%
5th Grade Free & Reduced Lunch (Reading)	28%	58%

**Which of the above reported findings are consistent with findings from other data sources?**

Our findings were consistent with the Periodic Assessment testing which we administered before spring Aspire testing in the Spring of 2017.

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

The following data represents areas which we feel are below expected levels of performance.

#### ACT ASPIRE:

(Percentages represent students proficient)

4th Grade Reading - 43%

7th Grade Reading - 40%

5th Grade Math - 44%

\*These grade levels scored higher last year on these tests than they did this year.

#### ACT:

(Percentage of students meeting college-readiness standards)

Math - 11%

Science - 13%

#### DIBELS Next:

(Percentage of students proficient)

2nd Grade - Nonsense Words (whole words read) - 17% Intensive

2nd Grade - Oral Reading Fluency (words correct) - 20% Intensive

3rd Grade - Oral Reading Fluency (words correct) - 27% Intensive

### Describe the area(s) that show a negative trend in performance.

The following areas show a negative trend in performance.

#### ACT ASPIRE:

(Percentage of students proficient)

	2015-16	2016-17
7th Grade Reading	53%	40%

SY 2017-2018

5th Grade Math    50%        44%

ACT:  
(Percentage of Students Meeting College-Readiness Standards)

	2015-16	2016-17
Science	15%	13%
Math	25%	11%

**Which area(s) indicate the overall lowest performance?**

The following areas indicate the overall lowest performance.

ACT ASPIRE:  
(Percentage of students meeting college-readiness standards)

- 3rd Grade Reading - 37%
- 5th Grade Reading - 41%
- 7th Grade Reading - 40%
- 5th Grade Math - 44%
- 10th Grade Math - 19%
- 10th Grade Science - 32%

DIBELS Next:  
Oral Reading Fluency

	Core	Strategic	Intensive
3rd Grade	61%	12%	27%

ACT:  
Percentage of Students Meeting College-Readiness Standards

Math 11%

**Which subgroup(s) show a trend toward decreasing performance?**

The following subgroups show a trend toward decreasing performance. This data represents the only aggregate data available from ACT at this time.

ACT Aspire:

Reading	% Proficient 2015-16	% Proficient 2016-17
4th grade males	46%	41%
4th grade females	48%	45%
7th grade males	45%	32%
7th grade females	59%	48%
Math		
3rd grade males	55%	48%
3rd grade females	72%	66%
5th grade males	57%	42%
Science		
7th grade males	48%	38%

**Between which subgroups is the achievement gap becoming greater?**

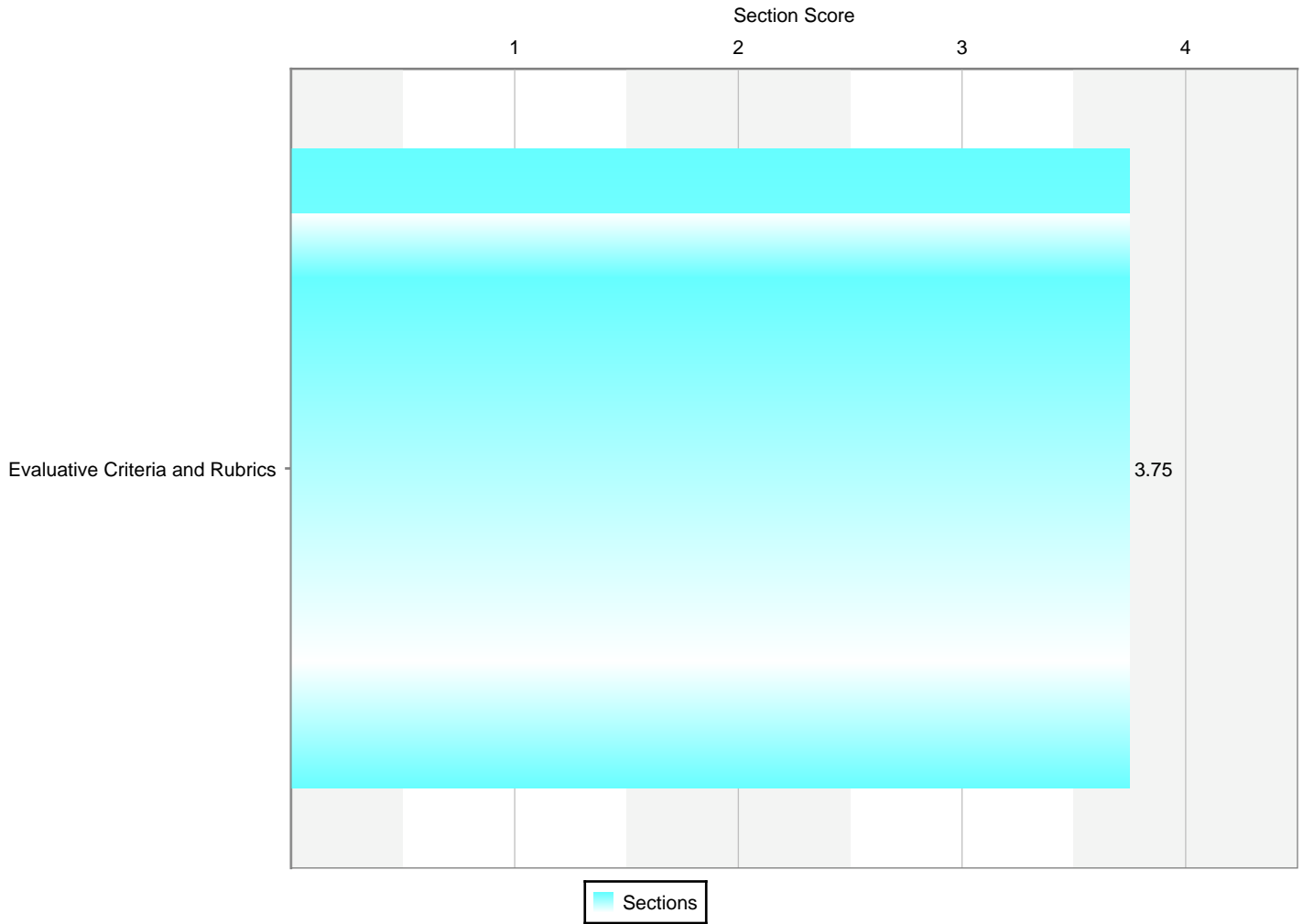
The gap between males and females in 3rd grade math is increasing. The gap between males and females in 8th grade math is also increasing.

**Which of the above reported findings are consistent with findings from other data sources?**

No additional data sources at this time.

## Report Summary

### Scores By Section



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## 2017-2018 ACIP Assurances

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## **Introduction**

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

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## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Sign-In sheet will be added.	Sign In Sheet

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	The Coffee County Board of Education lists the following statement on its website as the Non-Discrimination Policy: The Coffee County Board of Education prohibits discrimination and/or harassment against any employee based upon race, color, religion, gender, age, ethnicity, national origin, marital status, disability, political or religious beliefs, or social and family background. The Coffee County Board of Education does not discriminate against any person on the basis of race, color, religion, gender, national origin, age, or disability in any of its educational or employment programs.	Non-Discriminatory Statement

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Vohn Enloe, Principal 29256 Highway 87 Jack, AL 36346 334-897-6275	Non-Discrimination Responsibilities Signature Page

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Attached is the district's Parent Involvement policy as found in the 2017-18 Parent/Student Information Guide.	Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Attached is an example of our school's School-Parent Compact.	School-Parent Compact

DRAFT

## Plan for ACIP, 2017-18

DRAFT

## Overview

### Plan Name

Plan for ACIP, 2017-18

### Plan Description

DRAFT

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Administrators, teachers, and students will work toward engagement in teaching, learning, and school-wide activities that promote a strong school climate and culture.	Objectives: 2 Strategies: 2 Activities: 5	Organizational	\$5000
2	To strengthen Zion Chapel School's ability to attract, recruit, and retain highly effective educators.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$0
3	To provide innovative technology that equips teachers to engage and empower students.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$0
4	All students will reach College and Career Readiness Standards, at a minimum attaining proficiency or better in reading, math, and science; and, where applicable, in other academic and technical areas.	Objectives: 8 Strategies: 7 Activities: 14	Organizational	\$55500

## Goal 1: Administrators, teachers, and students will work toward engagement in teaching, learning, and school-wide activities that promote a strong school climate and culture.

### Measurable Objective 1:

collaborate to establish a school climate and culture where students feel and show mutual respect to one another and decrease 2% from a baseline average of 46% by 05/25/2018 as measured by post survey results.

### Strategy 1:

Intentional, systematic and ongoing social, emotional, ethical and civic learning for everyone. - ZCS will work through the Building Leadership Team (BLT), faculty meetings, and community stakeholders to develop opportunities that promote a stronger and more engaging school culture and climate for administrators, teachers, and all students.

### Category:

Research Cited: School climate and culture is an education variable that can be created and sustained through district or school policies, quality practices, alignment with priorities and accountabilities, encouragement, support, and a strong school vision. A positive climate and culture not only fosters youth development and learning, but promotes positive relationships among adults and students, provides a sense of connectedness and success for everyone.

Activity - Rigor, Relevance, and Engagement Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Zion Chapel School

Administrators, coaches, and teachers will work with consultants with the Data Driven Leadership program to engage in professional learning activities related to the Rigor, Relevance, and Engagement framework.	Professional Learning	08/12/2015	05/26/2016	\$5000	District Funding	Kevin Killingsworth, principal Lauren Parker, assistant principal D'Andra Tingey, assistant principal Jan Moore, reading coach Rhonda Lucht, instructional coach Holli Richardson, elementary counselor Lori McCrory, media specialist
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Activity - Activity Period / REACH	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Zion Chapel teachers and students participate in a weekly activity period and/or REACH student advisory program . These various enriching activities not only provide non-academic and academic opportunities outside normal curricula, but they also foster relationships between students and between teachers and students.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	08/11/2017	05/25/2018	\$0	No Funding Required	School-based administrators , teachers, support staff, and supported by district leadership

Activity - Parent and Student Advisory Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Zion Chapel School

Zion Chapel School students and parents meet with school-based and district administrators each semester. These committees provide feedback and input regarding current and proposed school/district practices, policies, and programs.	Community Engagement, Parent Involvement	08/11/2017	05/25/2018	\$0	No Funding Required	School-based administrators and district administrators
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Activity - Collaborative Planning Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers volunteer to participate in collaborative planning meetings with school-based administrators. These meetings are designed to elicit ideas and input from teachers, counselors, and instructional coaches for the purpose of planning and implementing goals and strategies for the upcoming year.	Other - Collaboration and Planning	08/11/2017	05/25/2018	\$0	No Funding Required	School-based administrators, teachers, instructional coaches, and counselors

**Measurable Objective 2:**

collaborate to create an encouraging school community and climate for students by 05/25/2018 as measured by student attendance records in iNow and perception data on student surveys.

**Strategy 1:**

Teacher-Student Relationships - Teachers will use student activity period time, REACH program time, and class time (lower elementary) to develop relationships with students. Teachers will act as the students' advocates. They will monitor students' grades and attendance each week and offer words of encouragement and guidance. Students deemed "at risk" will be referred to the counselors and/or administrators.

Category: Develop/Implement Student and School Culture Program

Research Cited: Sullivan, C. (2004) How to Mentor in the Midst of Change. Alexandria, VA. Association for Supervision and Curriculum Development.

Activity - Teacher-Student Mentoring / REACH	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize class time, activity period, and REACH groups to help build and nurture relationships with students outside of the regular class interactions. Teachers will stay abreast of students' attendance activities and share at-risk students with PST, counselors, and administrators.	Behavioral Support Program	08/11/2017	05/25/2018	\$0	No Funding Required	All faculty and administrators

## Goal 2: To strengthen Zion Chapel School's ability to attract, recruit, and retain highly effective educators.

### Measurable Objective 1:

demonstrate a behavior that indicates the positive impact of the Alabama Teacher Mentoring Program/Coffee County Mentoring Program by 05/25/2017 as measured by the increase in effective educator retention by 3%.

### Strategy 1:

Professionalism - Educators will participate in professional learning on the following topics: Alabama Quality Teaching Standards, Educator Code of Ethics, Parent Conferences, Confidentiality, and Communication (oral and written).

Category: Develop/Implement Professional Learning and Support

Activity - Educator Code of Ethics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information presented at New Teacher Orientation	Recruitment and Retention	09/01/2016	09/01/2016	\$0	No Funding Required	Mentor Liaison and Principal

Activity - Parent Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning	Professional Learning	10/20/2016	10/20/2016	\$0	No Funding Required	Educators

**ACIP**

Zion Chapel School

Activity - Confidentiality	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning	Professional Learning	08/08/2016	08/08/2016	\$0	No Funding Required	Educators

Activity - Communication (oral and written)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning	Professional Learning	08/11/2016	05/25/2017	\$0	No Funding Required	Educators

**Strategy 2:**

Teaching and Learning - Professional learning will cover the following topics: feedback to students, implementing technology, differentiated instruction, developing lesson plans, using pacing guides, understanding college and career ready standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Feedback to Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning	Professional Learning	10/03/2016	10/03/2016	\$0	No Funding Required	Mentor Liaison and Principal

Activity - Implementing Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning	Recruitment and Retention, Professional Learning	10/17/2016	10/17/2016	\$0	No Funding Required	Educators

**ACIP**

Zion Chapel School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning	Recruitment and Retention, Professional Learning	10/19/2016	10/19/2016	\$0	No Funding Required	Educators

Activity - Understanding College and Career Ready Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning	Recruitment and Retention, Professional Learning	10/20/2016	10/20/2016	\$0	No Funding Required	Educators

Activity - Developing Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning	Recruitment and Retention, Professional Learning	10/25/2016	10/25/2016	\$0	No Funding Required	Educators

Activity - Using Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning	Recruitment and Retention, Professional Learning	10/26/2016	10/26/2016	\$0	No Funding Required	Educators

**Strategy 3:**

Classroom Management - Professional learning will cover the following strategies: room arrangement, classroom rules and procedures, discipline plan, positive reinforcement, motivating students, transition time, time management, assessing and grading student work.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Classroom Rules, Procedures, and Room Arrangement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentoring	Recruitment and Retention, Professional Learning	08/08/2016	08/08/2016	\$0	No Funding Required	Mentors

### **Goal 3: To provide innovative technology that equips teachers to engage and empower students.**

**Measurable Objective 1:**

demonstrate a proficiency so that all faculty and students engage in increased innovative technology use by 05/25/2018 as measured by Technology Surveys.

**Strategy 1:**

Innovative Technology - Individually and collaboratively, use digital learning tools both in and out of the classroom to gather, organize, evaluate, share, and present information.

Category: Other - Technology

Research Cited: Yang, Ya-Ting C., and Wan-Chi I. Wu. "Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation: A year-long experimental study." *Computers & Education* 59.2 (2012): 339-352.

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Continue to provide technology professional development for all staff	Professional Learning	08/11/2017	05/25/2018	\$0	No Funding Required	Teacher leaders, administrators, technology committee, technology integration consultant
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Activity - Learning Management Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in using Google Classroom as a learning management system	Technology	08/11/2017	05/25/2018	\$0	No Funding Required	Technology coordinator/staff, administrators, technology committee, teacher leaders

**Measurable Objective 2:**

demonstrate a behavior such that student engagement is increased 2% as a result of technology use from a baseline of 86% by 05/25/2018 as measured by Title I Survey results.

**Strategy 1:**

Instructional Leader Observation - The ELEOT observation tool will be used by administrators during regular scheduled and non-scheduled walkthroughs. The instructional leader will also conference with teachers based on walkthroughs / observations. The plan for improvement will be reviewed for the next round of walkthroughs in order to monitor core instruction and best practices.

Category: Develop/Implement Professional Learning and Support

Research Cited: Danielson, Charlotte. "Evaluations that help teachers learn." Educational leadership 68.4 (2011): 35-39.

Activity - ELEOT Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The ELEOT observation tool has been developed as an Effective Learning Evaluation and Observation Tool for all classroom teachers. At least a 20-minute observation by the instructional leader helps provide student-centered feedback. This feedback is uploaded into the electronic ELEOT form, and the data/feedback is emailed to the teacher. The instructional leader dialogues with the teacher following the observation, and an improvement plan is discussed and implemented.</p>	<p>Academic Support Program</p>	<p>08/11/2017</p>	<p>05/25/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Instructional leaders, Building Leadership Team, teachers, instructional coach, District Administrators</p>
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**Goal 4: All students will reach College and Career Readiness Standards, at a minimum attaining proficiency or better in reading, math, and science; and, where applicable, in other academic and technical areas.**

**Measurable Objective 1:**

increase student growth by 5% of all Third, Fourth, Fifth, Sixth, Seventh, & Eighth grade students in Mathematics by 05/25/2018 as measured by Scantron End of Course exams..

**(shared) Strategy 1:**

Student Impact Strategies - Ensure that all teachers are equipped to and are implementing strategies that have the greatest impact on student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom instruction that works: Research-based strategies for increasing student achievement. Ascd, 2001.

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporation of effective and regular formative and summative assessments in the classroom.	Direct Instruction	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators, teachers, and instructional coach

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom observations by administrators, teachers, and instructional coach.	Professional Learning	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators, teachers, and instructional coach

Activity - Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer and analyze student impact survey to measure teacher awareness and use of best practices and high impact strategies.	Professional Learning	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers

**(shared) Strategy 2:**

CCRS Standards - Continue strengthening teacher knowledge of CCRS standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Phillips, Cynthia A. "Common core state standards: Challenge and collaboration." The Educational Forum. Vol. 79. No. 2. Routledge, 2015.

Activity - Professional Development Strands	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty members attend professional development opportunities pertaining to their specific content and area of instruction.	Professional Learning	08/11/2017	05/25/2018	\$0	No Funding Required	Administrator s, instructional coach, teachers, district leaders

Activity - Instructional Coach Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coach and administrators to attend regional and state training.	Academic Support Program, Professional Learning	08/11/2017	05/25/2018	\$3000	District Funding	Administrator s and instructional coach

**Measurable Objective 2:**

demonstrate a proficiency to meet or exceed state established benchmarks which will reduce achievement gaps between identified subgroups by 05/25/2018 as measured by Scantron End of Course exams, the ACT, and WorkKeys.

**Strategy 1:**

Best Practices for Professional Learning - Provide professional learning opportunities that will prepare teachers to implement best practices related to specific subgroups.

Category: Develop/Implement Professional Learning and Support

Research Cited: Dexter, Douglas D., Charles A. Hughes, and Thomas W. Farmer. "Responsiveness to intervention: A review of field studies and implications for rural special education." Rural Special Education Quarterly 27.4 (2008): 3-9.

Activity - Intervention/Strategies Resource Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Zion Chapel School

To produce an online resource guide that includes interventions and strategies to be used as a reference for classroom teachers.	Academic Support Program	10/02/2017	05/25/2018	\$0	No Funding Required	Administrators, teacher leaders, instructional coach
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Activity - Increased Staffing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To hire teachers/aides in the instructional setting as needed to support best practices.	Academic Support Program, Class Size Reduction	08/11/2017	05/25/2018	\$50000	Title I Part A	Administrators

Activity - Community-Based Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Effectively use community resources to assist students and teachers with mastery of goals and standards.	Community Engagement	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators, counselors, teachers, staff

**Measurable Objective 3:**

collaborate to ensure that students will graduate college and career ready by 05/25/2018 as measured by CRI indicators and graduation rate.

**Strategy 1:**

College and Career Readiness - Increase awareness of the state college and career readiness indicators and special education transitional needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Iver, Douglas J. Mac. "Meeting the needs of young adolescents: Advisory groups, interdisciplinary teaching teams, and school transition programs."

The Phi Delta Kappan 71.6 (1990): 458-464.

**ACIP**

Zion Chapel School

Activity - Counselor Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning opportunities for counselors focusing on developing Four Year Plans	Career Preparation/Orientation, Professional Learning	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators and counselors

Activity - Enhance Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase use of effective communication tools (i.e., school website, SchoolCast, Remind, weekly folders, newsletters, email, etc.)	Community Engagement	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers

Activity - Transition Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enhance transition plans and resources for special education	Academic Support Program	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators, special education teachers, teachers

**Measurable Objective 4:**

demonstrate a proficiency increase in reading from 46% to 52% in Grades 1 through 6 by 05/25/2018 as measured by the STRIDE Progress Monitoring Assessment.

**(shared) Strategy 1:**

Differentiation Through Digital Tools - Utilize digital tools such as STRIDE to remediate and fill gaps, particularly in reading; utilize digital tools when a student is at or exceeding proficiency.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Mandinach, Ellen B. "A perfect time for data use: Using data-driven decision making to inform practice." Educational Psychologist 47.2 (2012): 71-85.

Activity - Train for SPIRE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in using SPIRE for Grades 1-6 to differentiate instruction.	Academic Support Program, Professional Learning	08/11/2017	05/25/2018	\$2500	General Fund	Administrators, teachers, instructional coach

**Measurable Objective 5:**

demonstrate a proficiency increase in math from 39% to 45% in Grades 1 through 6 by 05/25/2018 as measured by the STRIDE Progress Monitoring Assessment.

**(shared) Strategy 1:**

Differentiation Through Digital Tools - Utilize digital tools such as STRIDE to remediate and fill gaps, particularly in reading; utilize digital tools when a student is at or exceeding proficiency.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Mandinach, Ellen B. "A perfect time for data use: Using data-driven decision making to inform practice." Educational Psychologist 47.2 (2012): 71-85.

Activity - Train for SPIRE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in using SPIRE for Grades 1-6 to differentiate instruction.	Academic Support Program, Professional Learning	08/11/2017	05/25/2018	\$2500	General Fund	Administrators, teachers, instructional coach

**Measurable Objective 6:**

demonstrate a proficiency increase of 5% of all Third, Fourth, Fifth, Sixth, Seventh, and Eighth grade students in Reading by 05/25/2018 as measured by the Scantron End of Course assessment.

**(shared) Strategy 1:**

Student Impact Strategies - Ensure that all teachers are equipped to and are implementing strategies that have the greatest impact on student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom instruction that works: Research-based strategies for increasing student achievement. Ascd, 2001.

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporation of effective and regular formative and summative assessments in the classroom.	Direct Instruction	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators, teachers, and instructional coach

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom observations by administrators, teachers, and instructional coach.	Professional Learning	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators, teachers, and instructional coach

Activity - Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer and analyze student impact survey to measure teacher awareness and use of best practices and high impact strategies.	Professional Learning	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers

**(shared) Strategy 2:**

CCRS Standards - Continue strengthening teacher knowledge of CCRS standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Phillips, Cynthia A. "Common core state standards: Challenge and collaboration." The Educational Forum. Vol. 79. No. 2. Routledge, 2015.

**ACIP**

Zion Chapel School

Activity - Professional Development Strands	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty members attend professional development opportunities pertaining to their specific content and area of instruction.	Professional Learning	08/11/2017	05/25/2018	\$0	No Funding Required	Administrator s, instructional coach, teachers, district leaders

Activity - Instructional Coach Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coach and administrators to attend regional and state training.	Academic Support Program, Professional Learning	08/11/2017	05/25/2018	\$3000	District Funding	Administrator s and instructional coach

**Measurable Objective 7:**

demonstrate a proficiency increase of 5% of all Third, Fourth, Fifth, Sixth, Seventh, & Eighth grade students in Science by 05/25/2018 as measured by the Scantron End of Course assessment.

**(shared) Strategy 1:**

Student Impact Strategies - Ensure that all teachers are equipped to and are implementing strategies that have the greatest impact on student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom instruction that works: Research-based strategies for increasing student achievement. Ascd, 2001.

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Zion Chapel School

Incorporation of effective and regular formative and summative assessments in the classroom.	Direct Instruction	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators, teachers, and instructional coach
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Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom observations by administrators, teachers, and instructional coach.	Professional Learning	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators, teachers, and instructional coach

Activity - Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer and analyze student impact survey to measure teacher awareness and use of best practices and high impact strategies.	Professional Learning	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers

**Strategy 2:**

AMSTI Training - Trained Alabama Math, Science, and Technology Initiative teachers will use AMSTI provided materials to improve math and science instruction.

AMSTI sites provide trained teachers with equipment, supplies, and resources needed to carry out hands-on, research-based science and math lessons.

Category: Develop/Implement Professional Learning and Support

Research Cited: Longitudinal Evaluation of the the AMSTI Program: 2006-2010 Standard Test Results of the AMSTI adopters versus Controls report consistent advantages of the AMSTI adopters over the control schools on all SAT components, across subjects and grades.

Activity - AMSTI Materials Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional leaders will facilitate the pick up and return on AMSTI materials for use by AMSTI-trained faculty.	Other - Equipment/Materials	08/11/2017	05/25/2018	\$0	No Funding Required	School administrators and support from district administrators
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**Measurable Objective 8:**

demonstrate a proficiency increase of 2% of all Students with Disabilities by 05/25/2018 as measured by the Scantron End of Course assessments in Math, Reading, and Science.

**(shared) Strategy 1:**

Student Impact Strategies - Ensure that all teachers are equipped to and are implementing strategies that have the greatest impact on student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom instruction that works: Research-based strategies for increasing student achievement. Ascd, 2001.

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporation of effective and regular formative and summative assessments in the classroom.	Direct Instruction	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators, teachers, and instructional coach

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom observations by administrators, teachers, and instructional coach.	Professional Learning	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators, teachers, and instructional coach

Activity - Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer and analyze student impact survey to measure teacher awareness and use of best practices and high impact strategies.	Professional Learning	08/11/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers

**Strategy 2:**

Differentiated Instruction - Teachers will utilize differentiated instruction strategies in order to increase student achievement.

Category: Develop/Implement Learning Supports

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 Group intervention for students demonstrating a deficiency in Mathematics or Reading based on Scantron, ACT Aspire, SPIRE, and classroom performance.	Academic Support Program	08/11/2017	05/25/2018	\$0	No Funding Required	PST Team, Instructional leaders, District administrator support, instructional coach, intervention specialist

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increased Staffing	To hire teachers/aides in the instructional setting as needed to support best practices.	Academic Support Program, Class Size Reduction	08/11/2017	05/25/2018	\$50000	Administrators
<b>Total</b>					<b>\$50000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention/Strategies Resource Guides	To produce an online resource guide that includes interventions and strategies to be used as a reference for classroom teachers.	Academic Support Program	10/02/2017	05/25/2018	\$0	Administrators, teacher leaders, instructional coach
Professional Development Strands	Faculty members attend professional development opportunities pertaining to their specific content and area of instruction.	Professional Learning	08/11/2017	05/25/2018	\$0	Administrators, instructional coach, teachers, district leaders
Enhance Communication	Increase use of effective communication tools (i.e., school website, SchoolCast, Remind, weekly folders, newsletters, email, etc.)	Community Engagement	08/11/2017	05/25/2018	\$0	Administrators and teachers
Technology Professional Development	Continue to provide technology professional development for all staff	Professional Learning	08/11/2017	05/25/2018	\$0	Teacher leaders, administrators, technology committee, technology integration consultant

**ACIP**

Zion Chapel School

Community-Based Partnerships	Effectively use community resources to assist students and teachers with mastery of goals and standards.	Community Engagement	08/11/2017	05/25/2018	\$0	Administrators, counselors, teachers, staff
Implementing Technology	Professional Learning	Recruitment and Retention, Professional Learning	10/17/2016	10/17/2016	\$0	Educators
Collaborative Planning Meetings	Teachers volunteer to participate in collaborative planning meetings with school-based administrators. These meetings are designed to elicit ideas and input from teachers, counselors, and instructional coaches for the purpose of planning and implementing goals and strategies for the upcoming year.	Other - Collaboration and Planning	08/11/2017	05/25/2018	\$0	School-based administrators, teachers, instructional coaches, and counselors
Parent Conferences	Professional learning	Professional Learning	10/20/2016	10/20/2016	\$0	Educators
Learning Management Systems	Train teachers in using Google Classroom as a learning management system	Technology	08/11/2017	05/25/2018	\$0	Technology coordinator/staff, administrators, technology committee, teacher leaders
Educator Code of Ethics	Information presented at New Teacher Orientation	Recruitment and Retention	09/01/2016	09/01/2016	\$0	Mentor Liaison and Principal
Parent and Student Advisory Committees	Zion Chapel School students and parents meet with school-based and district administrators each semester. These committees provide feedback and input regarding current and proposed school/district practices, policies, and programs.	Community Engagement, Parent Involvement	08/11/2017	05/25/2018	\$0	School-based administrators and district administrators
ELEOT Observations	The ELEOT observation tool has been developed as an Effective Learning Evaluation and Observation Tool for all classroom teachers. At least a 20-minute observation by the instructional leader helps provide student-centered feedback. This feedback is uploaded into the electronic ELEOT form, and the data/feedback is emailed to the teacher. The instructional leader dialogues with the teacher following the observation, and an improvement plan is discussed and implemented.	Academic Support Program	08/11/2017	05/25/2018	\$0	Instructional leaders, Building Leadership Team, teachers, instructional coach, District Administrators
Developing Lesson Plans	Professional Learning	Recruitment and Retention, Professional Learning	10/25/2016	10/25/2016	\$0	Educators

**ACIP**

Zion Chapel School

Activity Period / REACH	Zion Chapel teachers and students participate in a weekly activity period and/or REACH student advisory program . These various enriching activities not only provide non-academic and academic opportunities outside normal curricula, but they also foster relationships between students and between teachers and students.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation	08/11/2017	05/25/2018	\$0	School-based administrators , teachers, support staff, and supported by district leadership
Formative and Summative Assessments	Incorporation of effective and regular formative and summative assessments in the classroom.	Direct Instruction	08/11/2017	05/25/2018	\$0	Administrators, teachers, and instructional coach
Intervention	Tier 2 and Tier 3 Group intervention for students demonstrating a deficiency in Mathematics or Reading based on Scantron, ACT Aspire, SPIRE, and classroom performance.	Academic Support Program	08/11/2017	05/25/2018	\$0	PST Team, Instructional leaders, District administrator support, instructional coach, intervention specialist
Classroom Rules, Procedures, and Room Arrangement	Mentoring	Recruitment and Retention, Professional Learning	08/08/2016	08/08/2016	\$0	Mentors
Communication (oral and written)	Professional learning	Professional Learning	08/11/2016	05/25/2017	\$0	Educators
Confidentiality	Professional learning	Professional Learning	08/08/2016	08/08/2016	\$0	Educators
Feedback to Students	Professional Learning	Professional Learning	10/03/2016	10/03/2016	\$0	Mentor Liaison and Principal
Differentiated Instruction	Professional Learning	Recruitment and Retention, Professional Learning	10/19/2016	10/19/2016	\$0	Educators
AMSTI Materials Acquisition	Instructional leaders will facilitate the pick up and return on AMSTI materials for use by AMSTI-trained faculty.	Other - Equipment/Materials	08/11/2017	05/25/2018	\$0	School administrators and support from district administrators

**ACIP**

Zion Chapel School

Understanding College and Career Ready Standards	Professional Learning	Recruitment and Retention, Professional Learning	10/20/2016	10/20/2016	\$0	Educators
Survey	Administer and analyze student impact survey to measure teacher awareness and use of best practices and high impact strategies.	Professional Learning	08/11/2017	05/25/2018	\$0	Administrators and teachers
Transition Effectiveness	Enhance transition plans and resources for special education	Academic Support Program	08/11/2017	05/25/2018	\$0	Administrators, special education teachers, teachers
Counselor Professional Learning	Provide professional learning opportunities for counselors focusing on developing Four Year Plans	Career Preparation/Orientation, Professional Learning	08/11/2017	05/25/2018	\$0	Administrators and counselors
Teacher-Student Mentoring / REACH	Teachers will utilize class time, activity period, and REACH groups to help build and nurture relationships with students outside of the regular class interactions. Teachers will stay abreast of students' attendance activities and share at-risk students with PST, counselors, and administrators.	Behavioral Support Program	08/11/2017	05/25/2018	\$0	All faculty and administrators
Classroom Observations	Classroom observations by administrators, teachers, and instructional coach.	Professional Learning	08/11/2017	05/25/2018	\$0	Administrators, teachers, and instructional coach
Using Pacing Guides	Professional Learning	Recruitment and Retention, Professional Learning	10/26/2016	10/26/2016	\$0	Educators
<b>Total</b>					\$0	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach Training	Instructional coach and administrators to attend regional and state training.	Academic Support Program, Professional Learning	08/11/2017	05/25/2018	\$3000	Administrators and instructional coach

**ACIP**

Zion Chapel School

Rigor, Relevance, and Engagement Professional Learning	Administrators, coaches, and teachers will work with consultants with the Data Driven Leadership program to engage in professional learning activities related to the Rigor, Relevance, and Engagement framework.	Professional Learning	08/12/2015	05/26/2016	\$5000	Kevin Killingsworth, principal Lauren Parker, assistant principal D'Andra Tingey, assistant principal Jan Moore, reading coach Rhonda Lucht, instructional coach Holli Richardson, elementary counselor Lori McCrory, media specialist
<b>Total</b>					\$8000	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Train for SPIRE	Train teachers in using SPIRE for Grades 1-6 to differentiate instruction.	Academic Support Program, Professional Learning	08/11/2017	05/25/2018	\$2500	Administrator s, teachers, instructional coach
<b>Total</b>					\$2500	

# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attachment	ZCES Surveys ZCHS Surveys

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## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

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## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

According to the Title I Community Survey, parents gave the highest level of approval to the following statements:

1. School rules and regulations affecting my child are reasonable.
2. The school's curriculum meets my child's needs.
3. My child's school places proper emphasis on grading.
4. Student behavior is conducive to learning in our school.
5. My child's academic work is sufficiently challenging.
6. The school promotes an environment free of drugs.
7. My child's education is preparing him/her to become a life-long learner.
8. The objectives of the Parent Involvement Plan which were printed in the Parent/Student Information Guide have been met.

### Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The Title I Community Survey indicates an overall trend toward increasing stakeholder satisfaction. Of the 15 questions on this survey, 14 showed an increase. The statements showing the greatest increase are:

1. The school's curriculum meets my child's needs.
2. The school has adequate technology to meet my child's needs.
3. My child's school places proper emphasis on grading.
4. My child's education is preparing him/her to become a life-long learner.
5. Student and staff surveys have changed, and as a result, trend data is not available.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Yearly, our school conducts other surveys in which we collect and analyze feedback from parents and other stakeholders. These stakeholder feedback sources used are the Parent Involvement Survey, HOPE Survey, and the IMPACT survey. Results from various surveys completed in previous years have also indicated that stakeholders have a high level of satisfaction and agreement that our school, as well as the school's leadership, is focused on student learning and parent involvement. Results also reveal that our parents are aware that our leaders provide opportunities for stakeholders to be involved in the school in a variety of ways. Surveys are completed throughout the school year and offered to all parents and the majority of students, depending on grade level of the student.

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

According to the Title I Community Survey, the following statements are areas of need for K-6:

1. Parents are appropriately involved in the decision-making process of our school.

According to the Title I Community Survey, the following statements are areas of need for 7-12:

1. Parents are appropriately involved in the decision-making process of our school.
2. Homework assignments are meaningful.
3. The amount of homework is reasonable and appropriate.

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

According to the Title I Community Survey, there is one statement that showed a downward trend at the high school level:

1. Parents are appropriately involved in the decision-making process of our school.

### What are the implications for these stakeholder perceptions?

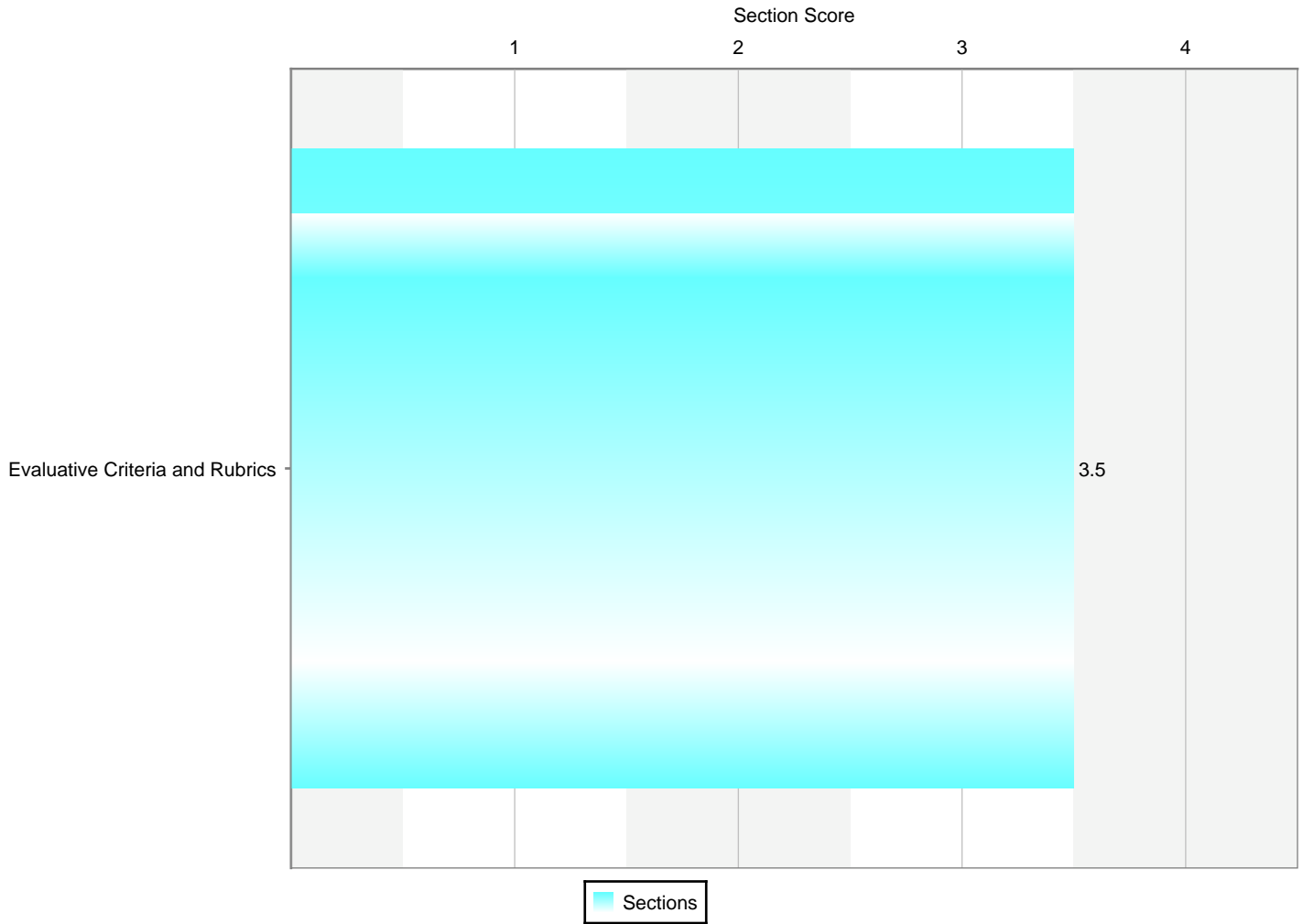
The survey results show increasing satisfaction on the behalf of parents. We should continue our efforts toward parental involvement, particularly keeping parents informed of school activities and clarifying how parents are involved in the decision-making process of the school. We should also review our policy on homework and ensure that it is being followed for all classes.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

We have learned through parent contacts, conferences, phone calls, and notes from parents that they do not fully understand grading policies and grade reporting across grade levels. Through the same parent contacts we have learned that parents lack understanding of collaborative learning as well as individualized instruction. Many parents have not chosen to apply for online access to their child's grades through the INOW home portal.

## Report Summary

### Scores By Section



D

# 2017-2018 Title I Schoolwide Diagnostic

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## **Introduction**

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

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## Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

### How was the comprehensive needs assessment conducted?

In regards to professional development needs, teachers met over the summer at a Collaborative Planning Meeting where we analyzed our needs and determined desired topics of professional growth and development. Title I Needs Assessment Surveys were distributed to parents at the end of the 2016-17 school year. The information gleaned was analyzed and summarized; those needs were considered in the current ACIP.

### What were the results of the comprehensive needs assessment?

The needs assessment revealed areas of strength and weakness which were then addressed in the ACIP.

### What conclusions were drawn from the results?

The needs assessment revealed achievement gaps between special education and general education as well as low performance in the areas of math and reading in several grades and a need for increased student attendance.

### What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

As a result of analyzing perception of parents by means of the parent surveys which were conducted in the spring of 2017, we learned that many parents felt that there was a need for greater communication and cooperation among stakeholders. Although parents felt most teachers were very open to communicating with them, there were others who parents felt were less communicative. We also learned that a small percentage of parents felt that our curriculum needs to be more challenging.

When analyzing student achievement, we learned that the achievement gap between general education students and special education students has remained low while the gap between males and females in upper elementary grades is closing. The number of students qualifying for free or reduced lunches has decreased slightly while overall student enrollment has been steadily increasing. Student attendance remains an issue as does the number of days faculty members are absent due to both professional days and sick days.

### How are the school goals connected to priority needs and the needs assessment?

School goals are focused on increasing teacher efficacy and sense of responsibility toward special education students in particular. School goals are also connected with increasing parental involvement through PTO and more Parent Night/Open House opportunities for parents and other stakeholders to visit the school. Professional development opportunities are also aligned with school goals as teachers will focus on rigor and engagement in the classroom, nurturing positive relationships with students, and increasing teacher efficacy toward special education students. Our mentoring goals are connected to attracting and retaining highly effective teachers as well as assisting with

attendance issues among current faculty members.

**How do the goals portray a clear and detailed analysis of multiple types of data?**

Data was drawn from anonymous stakeholder surveys, walkthroughs, state and local assessment data, and other sources. All of these data sources were then carefully reviewed multiple times by small groups of stakeholders who finally made suggestions for goals to address perceived weaknesses.

**How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?**

The school goals address the needs of the whole school population by targeting strategies which research has demonstrated will result in increased achievement for all learners. An example of this is the school goal to increase academic achievement in both reading and math. The strategies to meet this goal such as Depth of Knowledge (increased rigor in the classroom), teacher-student mentoring, and peer and teacher tutoring are an example of how this goal was designed to address the needs of special populations.

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## Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

**Goal 1:**

To strengthen Zion Chapel School's ability to attract, recruit, and retain highly effective educators.

**Measurable Objective 1:**

demonstrate a behavior that indicates the positive impact of the Alabama Teacher Mentoring Program/Coffee County Mentoring Program by 05/25/2017 as measured by the increase in effective educator retention by 3%.

**Strategy1:**

Professionalism - Educators will participate in professional learning on the following topics: Alabama Quality Teaching Standards, Educator Code of Ethics, Parent Conferences, Confidentiality, and Communication (oral and written).

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Parent Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning	Professional Learning	10/20/2016	10/20/2016	\$0 - No Funding Required	Educators

Activity - Confidentiality	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning	Professional Learning	08/08/2016	08/08/2016	\$0 - No Funding Required	Educators

Activity - Communication (oral and written)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning	Professional Learning	08/11/2016	05/25/2017	\$0 - No Funding Required	Educators

Activity - Educator Code of Ethics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information presented at New Teacher Orientation	Recruitment and Retention	09/01/2016	09/01/2016	\$0 - No Funding Required	Mentor Liaison and Principal

**Strategy2:**

Classroom Management - Professional learning will cover the following strategies: room arrangement, classroom rules and procedures, discipline plan, positive reinforcement, motivating students, transition time, time management, assessing and grading student work.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Classroom Rules, Procedures, and Room Arrangement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring	Professional Learning Recruitment and Retention	08/08/2016	08/08/2016	\$0 - No Funding Required	Mentors

**Strategy3:**

Teaching and Learning - Professional learning will cover the following topics: feedback to students, implementing technology, differentiated instruction, developing lesson plans, using pacing guides, understanding college and career ready standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Recruitment and Retention Professional Learning	10/19/2016	10/19/2016	\$0 - No Funding Required	Educators

Activity - Developing Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Professional Learning Recruitment and Retention	10/25/2016	10/25/2016	\$0 - No Funding Required	Educators

Activity - Feedback to Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Professional Learning	10/03/2016	10/03/2016	\$0 - No Funding Required	Mentor Liaison and Principal

Activity - Using Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Recruitment and Retention Professional Learning	10/26/2016	10/26/2016	\$0 - No Funding Required	Educators

Activity - Understanding College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Recruitment and Retention Professional Learning	10/20/2016	10/20/2016	\$0 - No Funding Required	Educators

Activity - Implementing Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Professional Learning Recruitment and Retention	10/17/2016	10/17/2016	\$0 - No Funding Required	Educators

**Goal 2:**

To ensure that teachers and staff engage in strategic and sustainable professional development

**Measurable Objective 1:**

collaborate to allocate resources and develop a plan that ensures high quality professional learning opportunities for all staff members by 05/25/2018 as measured by evidence in STI PD profiles.

**Strategy1:**

Teacher Professional Learning Plans (PLPs) - Administrators will facilitate the development of individual PLPs that are designed to improve teacher effectiveness and student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Cogshall, Jane G., et al. "Generating Teaching Effectiveness: The Role of Job-Embedded Professional Learning in Teacher Evaluation. Research & Policy Brief." National Comprehensive Center for Teacher Quality (2012).

Activity - Development of PLPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and administrators will create a Professional Learning Plan.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and faculty

Activity - Monitoring of PLPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor PLP's for faculty/staff and develop PLC's designed to assist teachers with meeting professional goals.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators

**Strategy2:**

Professional Development - State and federal professional development funds will be allocated based on needs derived from the school needs assessment and teacher feedback on faculty surveys.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Teacher Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and Building Leadership Team will survey teachers to determine professional learning needs.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Principal, assistant principals, Building Leadership Team members

Activity - Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators and the Building Leadership Team will determine academic and professional learning needs through completion of a needs assessment document.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Principal, assistant principals, members of Building Leadership Team

**Strategy3:**

Professional Learning Communities - School will offer before, during, and after school professional learning community group opportunities that will be focused on identified areas of need.

Category: Develop/Implement Professional Learning and Support

Research Cited: Bausmith, Jennifer Merriman, and Carol Barry. "Revisiting Professional Learning Communities to Increase College Readiness The Importance of Pedagogical Content Knowledge." Educational Researcher 40.4 (2011): 175-178.

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and BLT will offer content-specific professional development and professional learning opportunities	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Principal, assistant principals, instructional coach, Building Leadership Team members

**Goal 3:**

To provide innovative technology that equips teachers to engage and empower students.

**Measurable Objective 1:**

demonstrate a proficiency so that all faculty and students engage in increased innovative technology use by 05/25/2018 as measured by Technology Surveys.

**Strategy1:**

Innovative Technology - Individually and collaboratively, use digital learning tools both in and out of the classroom to gather, organize, evaluate, share, and present information.

Category: Other - Technology

Research Cited: Yang, Ya-Ting C., and Wan-Chi I. Wu. "Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation: A year-long experimental study." Computers & Education 59.2 (2012): 339-352.

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide technology professional development for all staff	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Teacher leaders, administrators, technology committee, technology integration consultant

Activity - Learning Management Systems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using Google Classroom as a learning management system	Technology	08/11/2017	05/25/2018	\$0 - No Funding Required	Technology coordinator/staff, administrators, technology committee, teacher leaders

**Goal 4:**

To ensure that students achieve at high academic levels.

**Measurable Objective 1:**

demonstrate a proficiency to meet or exceed state established benchmarks which will reduce achievement gaps between identified subgroups by 05/25/2018 as measured by Scantron End of Course exams, the ACT, and WorkKeys.

**Strategy1:**

Best Practices for Professional Learning - Provide professional learning opportunities that will prepare teachers to implement best practices related to specific subgroups.

Category: Develop/Implement Professional Learning and Support

Research Cited: Dexter, Douglas D., Charles A. Hughes, and Thomas W. Farmer. "Responsiveness to intervention: A review of field studies and implications for rural special education." *Rural Special Education Quarterly* 27.4 (2008): 3-9.

Activity - Intervention/Strategies Resource Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To produce an online resource guide that includes interventions and strategies to be used as a reference for classroom teachers.	Academic Support Program	10/02/2017	05/25/2018	\$0 - No Funding Required	Administrators, teacher leaders, instructional coach

Activity - Community-Based Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effectively use community resources to assist students and teachers with mastery of goals and standards.	Community Engagement	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, counselors, teachers, staff

**ACIP**

Zion Chapel School

Activity - Increased Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To hire teachers/aides in the instructional setting as needed to support best practices.	Academic Support Program Class Size Reduction	08/11/2017	05/25/2018	\$50000 - Title I Part A	Administrators

**Measurable Objective 2:**

demonstrate a proficiency increase in reading from 46% to 52% in Grades 1 through 6 by 05/25/2018 as measured by the STRIDE Progress Monitoring Assessment.

**Strategy1:**

Differentiation Through Digital Tools - Utilize digital tools such as STRIDE to remediate and fill gaps, particularly in reading; utilize digital tools when a student is at or exceeding proficiency.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Mandinach, Ellen B. "A perfect time for data use: Using data-driven decision making to inform practice." Educational Psychologist 47.2 (2012): 71-85.

Activity - Train for SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using SPIRE for Grades 1-6 to differentiate instruction.	Academic Support Program Professional Learning	08/11/2017	05/25/2018	\$2500 - General Fund	Administrators, teachers, instructional coach

**Measurable Objective 3:**

demonstrate a proficiency to meet or exceed the state established growth benchmarks by 05/25/2018 as measured by Scantron End of Course exams, the ACT, and WorkKeys.

**Strategy1:**

CCRS Standards - Continue strengthening teacher knowledge of CCRS standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Phillips, Cynthia A. "Common core state standards: Challenge and collaboration." The Educational Forum. Vol. 79. No. 2. Routledge, 2015.

Activity - Instructional Coach Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach and administrators to attend regional and state training.	Professional Learning Academic Support Program	08/11/2017	05/25/2018	\$3000 - District Funding	Administrators and instructional coach

Activity - Professional Development Strands	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty members attend professional development opportunities pertaining to their specific content and area of instruction.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, instructional coach, teachers, district leaders

**Strategy2:**

Student Impact Strategies - Ensure that all teachers are equipped to and are implementing strategies that have the greatest impact on student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom instruction that works: Research-based strategies for increasing student achievement. Ascd, 2001.

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporation of effective and regular formative and summative assessments in the classroom.	Direct Instruction	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, and instructional coach

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom observations by administrators, teachers, and instructional coach.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, and instructional coach

Activity - Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer and analyze student impact survey to measure teacher awareness and use of best practices and high impact strategies.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

**Measurable Objective 4:**

demonstrate a proficiency increase in math from 39% to 45% in Grades 1 through 6 by 05/25/2018 as measured by the STRIDE Progress Monitoring Assessment.

**Strategy1:**

Differentiation Through Digital Tools - Utilize digital tools such as STRIDE to remediate and fill gaps, particularly in reading; utilize digital tools when a student is at or exceeding proficiency.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Mandinach, Ellen B. "A perfect time for data use: Using data-driven decision making to inform practice." Educational Psychologist 47.2 (2012): 71-85.

Activity - Train for SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using SPIRE for Grades 1-6 to differentiate instruction.	Academic Support Program Professional Learning	08/11/2017	05/25/2018	\$2500 - General Fund	Administrators, teachers, instructional coach

**Measurable Objective 5:**

collaborate to ensure that students will graduate college and career ready by 05/25/2018 as measured by CRI indicators and graduation rate.

**Strategy1:**

College and Career Readiness - Increase awareness of the state college and career readiness indicators and special education transitional needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Iver, Douglas J. Mac. "Meeting the needs of young adolescents: Advisory groups, interdisciplinary teaching teams, and school transition programs." The Phi Delta Kappan 71.6 (1990): 458-464.

Activity - Enhance Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase use of effective communication tools (i.e., school website, SchoolCast, Remind, weekly folders, newsletters, email, etc.)	Community Engagement	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Activity - Counselor Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities for counselors focusing on developing Four Year Plans	Career Preparation/Orientation Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and counselors

Activity - Transition Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enhance transition plans and resources for special education	Academic Support Program	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, special education teachers, teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

**Goal 1:**

To strengthen Zion Chapel School's ability to attract, recruit, and retain highly effective educators.

**Measurable Objective 1:**

demonstrate a behavior that indicates the positive impact of the Alabama Teacher Mentoring Program/Coffee County Mentoring Program by 05/25/2017 as measured by the increase in effective educator retention by 3%.

**Strategy1:**

Professionalism - Educators will participate in professional learning on the following topics: Alabama Quality Teaching Standards, Educator Code of Ethics, Parent Conferences, Confidentiality, and Communication (oral and written).

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Communication (oral and written)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning	Professional Learning	08/11/2016	05/25/2017	\$0 - No Funding Required	Educators

Activity - Educator Code of Ethics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information presented at New Teacher Orientation	Recruitment and Retention	09/01/2016	09/01/2016	\$0 - No Funding Required	Mentor Liaison and Principal

Activity - Parent Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning	Professional Learning	10/20/2016	10/20/2016	\$0 - No Funding Required	Educators

Activity - Confidentiality	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning	Professional Learning	08/08/2016	08/08/2016	\$0 - No Funding Required	Educators

**Strategy2:**

Teaching and Learning - Professional learning will cover the following topics: feedback to students, implementing technology, differentiated instruction, developing lesson plans, using pacing guides, understanding college and career ready standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Feedback to Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Professional Learning	10/03/2016	10/03/2016	\$0 - No Funding Required	Mentor Liaison and Principal

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Professional Learning Recruitment and Retention	10/19/2016	10/19/2016	\$0 - No Funding Required	Educators

Activity - Implementing Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Professional Learning Recruitment and Retention	10/17/2016	10/17/2016	\$0 - No Funding Required	Educators

Activity - Developing Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Recruitment and Retention Professional Learning	10/25/2016	10/25/2016	\$0 - No Funding Required	Educators

Activity - Understanding College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Recruitment and Retention Professional Learning	10/20/2016	10/20/2016	\$0 - No Funding Required	Educators

Activity - Using Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Recruitment and Retention Professional Learning	10/26/2016	10/26/2016	\$0 - No Funding Required	Educators

**Strategy3:**

Classroom Management - Professional learning will cover the following strategies: room arrangement, classroom rules and procedures, discipline plan, positive reinforcement, motivating students, transition time, time management, assessing and grading student work.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

**ACIP**

Zion Chapel School

Activity - Classroom Rules, Procedures, and Room Arrangement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring	Recruitment and Retention Professional Learning	08/08/2016	08/08/2016	\$0 - No Funding Required	Mentors

**Goal 2:**

To ensure that teachers and staff engage in strategic and sustainable professional development

**Measurable Objective 1:**

collaborate to allocate resources and develop a plan that ensures high quality professional learning opportunities for all staff members by 05/25/2018 as measured by evidence in STI PD profiles.

**Strategy1:**

Professional Development - State and federal professional development funds will be allocated based on needs derived from the school needs assessment and teacher feedback on faculty surveys.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Needs Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators and the Building Leadership Team will determine academic and professional learning needs through completion of a needs assessment document.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Principal, assistant principals, members of Building Leadership Team

Activity - Teacher Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and Building Leadership Team will survey teachers to determine professional learning needs.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Principal, assistant principals, Building Leadership Team members

**Strategy2:**

Teacher Professional Learning Plans (PLPs) - Administrators will facilitate the development of individual PLPs that are designed to improve teacher effectiveness and student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Coggshall, Jane G., et al. "Generating Teaching Effectiveness: The Role of Job-Embedded Professional Learning in Teacher Evaluation. Research & Policy Brief." National Comprehensive Center for Teacher Quality (2012).

Activity - Monitoring of PLPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor PLP's for faculty/staff and develop PLC's designed to assist teachers with meeting professional goals.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators

Activity - Development of PLPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and administrators will create a Professional Learning Plan.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and faculty

**Strategy3:**

Professional Learning Communities - School will offer before, during, and after school professional learning community group opportunities that will be focused on identified areas of need.

Category: Develop/Implement Professional Learning and Support

Research Cited: Bausmith, Jennifer Merriman, and Carol Barry. "Revisiting Professional Learning Communities to Increase College Readiness The Importance of Pedagogical Content Knowledge." Educational Researcher 40.4 (2011): 175-178.

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and BLT will offer content-specific professional development and professional learning opportunities	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Principal, assistant principals, instructional coach, Building Leadership Team members

**Goal 3:**

To provide innovative technology that equips teachers to engage and empower students.

**Measurable Objective 1:**

demonstrate a proficiency so that all faculty and students engage in increased innovative technology use by 05/25/2018 as measured by Technology Surveys.

**Strategy1:**

Innovative Technology - Individually and collaboratively, use digital learning tools both in and out of the classroom to gather, organize, evaluate, share, and present information.

Category: Other - Technology

Research Cited: Yang, Ya-Ting C., and Wan-Chi I. Wu. "Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation: A year-long experimental study." Computers & Education 59.2 (2012): 339-352.

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide technology professional development for all staff	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Teacher leaders, administrators, technology committee, technology integration consultant

Activity - Learning Management Systems	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using Google Classroom as a learning management system	Technology	08/11/2017	05/25/2018	\$0 - No Funding Required	Technology coordinator/staff, administrators, technology committee, teacher leaders

**Goal 4:**

To ensure that students achieve at high academic levels.

**Measurable Objective 1:**

demonstrate a proficiency increase in math from 39% to 45% in Grades 1 through 6 by 05/25/2018 as measured by the STRIDE Progress Monitoring Assessment.

**Strategy1:**

Differentiation Through Digital Tools - Utilize digital tools such as STRIDE to remediate and fill gaps, particularly in reading; utilize digital tools when a student is at or exceeding proficiency.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Mandinach, Ellen B. "A perfect time for data use: Using data-driven decision making to inform practice." Educational Psychologist 47.2 (2012): 71-85.

Activity - Train for SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using SPIRE for Grades 1-6 to differentiate instruction.	Academic Support Program Professional Learning	08/11/2017	05/25/2018	\$2500 - General Fund	Administrators, teachers, instructional coach

**Measurable Objective 2:**

demonstrate a proficiency to meet or exceed the state established growth benchmarks by 05/25/2018 as measured by Scantron End of Course exams, the ACT, and WorkKeys.

**Strategy1:**

CCRS Standards - Continue strengthening teacher knowledge of CCRS standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Phillips, Cynthia A. "Common core state standards: Challenge and collaboration." The Educational Forum. Vol. 79. No. 2. Routledge, 2015.

**ACIP**

Zion Chapel School

Activity - Instructional Coach Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach and administrators to attend regional and state training.	Academic Support Program Professional Learning	08/11/2017	05/25/2018	\$3000 - District Funding	Administrators and instructional coach

Activity - Professional Development Strands	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty members attend professional development opportunities pertaining to their specific content and area of instruction.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, instructional coach, teachers, district leaders

**Strategy2:**

Student Impact Strategies - Ensure that all teachers are equipped to and are implementing strategies that have the greatest impact on student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom instruction that works: Research-based strategies for increasing student achievement. Ascd, 2001.

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporation of effective and regular formative and summative assessments in the classroom.	Direct Instruction	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, and instructional coach

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom observations by administrators, teachers, and instructional coach.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, and instructional coach

Activity - Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer and analyze student impact survey to measure teacher awareness and use of best practices and high impact strategies.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

**Measurable Objective 3:**

demonstrate a proficiency to meet or exceed state established benchmarks which will reduce achievement gaps between identified subgroups by 05/25/2018 as measured by Scantron End of Course exams, the ACT, and WorkKeys.

**Strategy1:**

Best Practices for Professional Learning - Provide professional learning opportunities that will prepare teachers to implement best practices related to specific subgroups.

Category: Develop/Implement Professional Learning and Support

Research Cited: Dexter, Douglas D., Charles A. Hughes, and Thomas W. Farmer. "Responsiveness to intervention: A review of field studies

and implications for rural special education." Rural Special Education Quarterly 27.4 (2008): 3-9.

Activity - Increased Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To hire teachers/aides in the instructional setting as needed to support best practices.	Academic Support Program Class Size Reduction	08/11/2017	05/25/2018	\$50000 - Title I Part A	Administrators

Activity - Community-Based Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effectively use community resources to assist students and teachers with mastery of goals and standards.	Community Engagement	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, counselors, teachers, staff

Activity - Intervention/Strategies Resource Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To produce an online resource guide that includes interventions and strategies to be used as a reference for classroom teachers.	Academic Support Program	10/02/2017	05/25/2018	\$0 - No Funding Required	Administrators, teacher leaders, instructional coach

#### Measurable Objective 4:

demonstrate a proficiency increase in reading from 46% to 52% in Grades 1 through 6 by 05/25/2018 as measured by the STRIDE Progress Monitoring Assessment.

#### Strategy1:

Differentiation Through Digital Tools - Utilize digital tools such as STRIDE to remediate and fill gaps, particularly in reading; utilize digital tools when a student is at or exceeding proficiency.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Mandinach, Ellen B. "A perfect time for data use: Using data-driven decision making to inform practice." Educational Psychologist 47.2 (2012): 71-85.

Activity - Train for SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using SPIRE for Grades 1-6 to differentiate instruction.	Academic Support Program Professional Learning	08/11/2017	05/25/2018	\$2500 - General Fund	Administrators, teachers, instructional coach

#### Measurable Objective 5:

collaborate to ensure that students will graduate college and career ready by 05/25/2018 as measured by CRI indicators and graduation rate.

#### Strategy1:

College and Career Readiness - Increase awareness of the state college and career readiness indicators and special education transitional needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Iver, Douglas J. Mac. "Meeting the needs of young adolescents: Advisory groups, interdisciplinary teaching teams, and school transition programs." The Phi Delta Kappan 71.6 (1990): 458-464.

Activity - Enhance Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase use of effective communication tools (i.e., school website, SchoolCast, Remind, weekly folders, newsletters, email, etc.)	Community Engagement	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Activity - Counselor Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities for counselors focusing on developing Four Year Plans	Career Preparation/ Orientation Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and counselors

Activity - Transition Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enhance transition plans and resources for special education	Academic Support Program	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, special education teachers, teachers

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

**Goal 1:**

To ensure that students achieve at high academic levels.

**Measurable Objective 1:**

demonstrate a proficiency to meet or exceed the state established growth benchmarks by 05/25/2018 as measured by Scantron End of Course exams, the ACT, and WorkKeys.

**Strategy1:**

Student Impact Strategies - Ensure that all teachers are equipped to and are implementing strategies that have the greatest impact on student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom instruction that works: Research-based strategies for increasing student achievement. Ascd, 2001.

Activity - Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer and analyze student impact survey to measure teacher awareness and use of best practices and high impact strategies.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom observations by administrators, teachers, and instructional coach.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, and instructional coach

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporation of effective and regular formative and summative assessments in the classroom.	Direct Instruction	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, and instructional coach

**Strategy2:**

CCRS Standards - Continue strengthening teacher knowledge of CCRS standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Phillips, Cynthia A. "Common core state standards: Challenge and collaboration." The Educational Forum. Vol. 79. No. 2. Routledge, 2015.

Activity - Instructional Coach Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach and administrators to attend regional and state training.	Professional Learning Academic Support Program	08/11/2017	05/25/2018	\$3000 - District Funding	Administrators and instructional coach

Activity - Professional Development Strands	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty members attend professional development opportunities pertaining to their specific content and area of instruction.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, instructional coach, teachers, district leaders

**Measurable Objective 2:**

collaborate to ensure that students will graduate college and career ready by 05/25/2018 as measured by CRI indicators and graduation rate.

**Strategy1:**

College and Career Readiness - Increase awareness of the state college and career readiness indicators and special education transitional needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Iver, Douglas J. Mac. "Meeting the needs of young adolescents: Advisory groups, interdisciplinary teaching teams, and school transition programs." *The Phi Delta Kappan* 71.6 (1990): 458-464.

Activity - Counselor Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities for counselors focusing on developing Four Year Plans	Career Preparation/ Orientation Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and counselors

Activity - Transition Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enhance transition plans and resources for special education	Academic Support Program	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, special education teachers, teachers

Activity - Enhance Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase use of effective communication tools (i.e., school website, SchoolCast, Remind, weekly folders, newsletters, email, etc.)	Community Engagement	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

**Measurable Objective 3:**

demonstrate a proficiency to meet or exceed state established benchmarks which will reduce achievement gaps between identified subgroups by 05/25/2018 as measured by Scantron End of Course exams, the ACT, and WorkKeys.

**Strategy1:**

Best Practices for Professional Learning - Provide professional learning opportunities that will prepare teachers to implement best practices related to specific subgroups.

Category: Develop/Implement Professional Learning and Support

Research Cited: Dexter, Douglas D., Charles A. Hughes, and Thomas W. Farmer. "Responsiveness to intervention: A review of field studies and implications for rural special education." *Rural Special Education Quarterly* 27.4 (2008): 3-9.

Activity - Increased Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To hire teachers/aides in the instructional setting as needed to support best practices.	Class Size Reduction Academic Support Program	08/11/2017	05/25/2018	\$50000 - Title I Part A	Administrators

Activity - Community-Based Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effectively use community resources to assist students and teachers with mastery of goals and standards.	Community Engagement	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, counselors, teachers, staff

Activity - Intervention/Strategies Resource Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To produce an online resource guide that includes interventions and strategies to be used as a reference for classroom teachers.	Academic Support Program	10/02/2017	05/25/2018	\$0 - No Funding Required	Administrators, teacher leaders, instructional coach

**Measurable Objective 4:**

demonstrate a proficiency increase in reading from 46% to 52% in Grades 1 through 6 by 05/25/2018 as measured by the STRIDE Progress Monitoring Assessment.

**Strategy1:**

Differentiation Through Digital Tools - Utilize digital tools such as STRIDE to remediate and fill gaps, particularly in reading; utilize digital tools when a student is at or exceeding proficiency.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Mandinach, Ellen B. "A perfect time for data use: Using data-driven decision making to inform practice." Educational Psychologist 47.2 (2012): 71-85.

Activity - Train for SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using SPIRE for Grades 1-6 to differentiate instruction.	Professional Learning Academic Support Program	08/11/2017	05/25/2018	\$2500 - General Fund	Administrators, teachers, instructional coach

**Measurable Objective 5:**

demonstrate a proficiency increase in math from 39% to 45% in Grades 1 through 6 by 05/25/2018 as measured by the STRIDE Progress Monitoring Assessment.

**Strategy1:**

Differentiation Through Digital Tools - Utilize digital tools such as STRIDE to remediate and fill gaps, particularly in reading; utilize digital tools when a student is at or exceeding proficiency.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Mandinach, Ellen B. "A perfect time for data use: Using data-driven decision making to inform practice." Educational Psychologist 47.2 (2012): 71-85.

Activity - Train for SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using SPIRE for Grades 1-6 to differentiate instruction.	Academic Support Program Professional Learning	08/11/2017	05/25/2018	\$2500 - General Fund	Administrators, teachers, instructional coach

### English Language Proficiency Goal (Should address identified weaknesses and gaps):

#### Goal 1:

To ensure that students achieve at high academic levels.

#### Measurable Objective 1:

collaborate to ensure that students will graduate college and career ready by 05/25/2018 as measured by CRI indicators and graduation rate.

#### Strategy1:

College and Career Readiness - Increase awareness of the state college and career readiness indicators and special education transitional needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Iver, Douglas J. Mac. "Meeting the needs of young adolescents: Advisory groups, interdisciplinary teaching teams, and school transition programs." The Phi Delta Kappan 71.6 (1990): 458-464.

Activity - Enhance Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase use of effective communication tools (i.e., school website, SchoolCast, Remind, weekly folders, newsletters, email, etc.)	Community Engagement	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Activity - Counselor Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities for counselors focusing on developing Four Year Plans	Professional Learning Career Preparation/Orientation	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and counselors

Activity - Transition Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enhance transition plans and resources for special education	Academic Support Program	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, special education teachers, teachers

**Measurable Objective 2:**

demonstrate a proficiency to meet or exceed state established benchmarks which will reduce achievement gaps between identified subgroups by 05/25/2018 as measured by Scantron End of Course exams, the ACT, and WorkKeys.

**Strategy1:**

Best Practices for Professional Learning - Provide professional learning opportunities that will prepare teachers to implement best practices related to specific subgroups.

Category: Develop/Implement Professional Learning and Support

Research Cited: Dexter, Douglas D., Charles A. Hughes, and Thomas W. Farmer. "Responsiveness to intervention: A review of field studies and implications for rural special education." *Rural Special Education Quarterly* 27.4 (2008): 3-9.

Activity - Increased Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To hire teachers/aides in the instructional setting as needed to support best practices.	Academic Support Program Class Size Reduction	08/11/2017	05/25/2018	\$50000 - Title I Part A	Administrators

Activity - Intervention/Strategies Resource Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Community-Based Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effectively use community resources to assist students and teachers with mastery of goals and standards.	Community Engagement	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, counselors, teachers, staff

**Measurable Objective 3:**

demonstrate a proficiency increase in reading from 46% to 52% in Grades 1 through 6 by 05/25/2018 as measured by the STRIDE Progress Monitoring Assessment.

**Strategy1:**

Differentiation Through Digital Tools - Utilize digital tools such as STRIDE to remediate and fill gaps, particularly in reading; utilize digital tools when a student is at or exceeding proficiency.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Mandinach, Ellen B. "A perfect time for data use: Using data-driven decision making to inform practice." Educational Psychologist 47.2 (2012): 71-85.

Activity - Train for SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using SPIRE for Grades 1-6 to differentiate instruction.	Professional Learning Academic Support Program	08/11/2017	05/25/2018	\$2500 - General Fund	Administrators, teachers, instructional coach

#### Measurable Objective 4:

demonstrate a proficiency to meet or exceed the state established growth benchmarks by 05/25/2018 as measured by Scantron End of Course exams, the ACT, and WorkKeys.

#### Strategy1:

Student Impact Strategies - Ensure that all teachers are equipped to and are implementing strategies that have the greatest impact on student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom instruction that works: Research-based strategies for increasing student achievement. Ascd, 2001.

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom observations by administrators, teachers, and instructional coach.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, and instructional coach

Activity - Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporation of effective and regular formative and summative assessments in the classroom.	Direct Instruction	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, and instructional coach

#### Strategy2:

CCRS Standards - Continue strengthening teacher knowledge of CCRS standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Phillips, Cynthia A. "Common core state standards: Challenge and collaboration." The Educational Forum. Vol. 79. No. 2. Routledge, 2015.

Activity - Instructional Coach Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Professional Development Strands	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty members attend professional development opportunities pertaining to their specific content and area of instruction.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, instructional coach, teachers, district leaders

**Measurable Objective 5:**

demonstrate a proficiency increase in math from 39% to 45% in Grades 1 through 6 by 05/25/2018 as measured by the STRIDE Progress Monitoring Assessment.

**Strategy1:**

Differentiation Through Digital Tools - Utilize digital tools such as STRIDE to remediate and fill gaps, particularly in reading; utilize digital tools when a student is at or exceeding proficiency.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Mandinach, Ellen B. "A perfect time for data use: Using data-driven decision making to inform practice." Educational Psychologist 47.2 (2012): 71-85.

Activity - Train for SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using SPIRE for Grades 1-6 to differentiate instruction.	Professional Learning Academic Support Program	08/11/2017	05/25/2018	\$2500 - General Fund	Administrators, teachers, instructional coach

**Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.**

A data report for each English Learner is provided to the school from WIDA. This report contains the results from the ACCESS for ELs which is administered each spring. WIDA provides this report in both English and in the student's native language. The school also has access to Transact which provides common school documents in multiple languages.

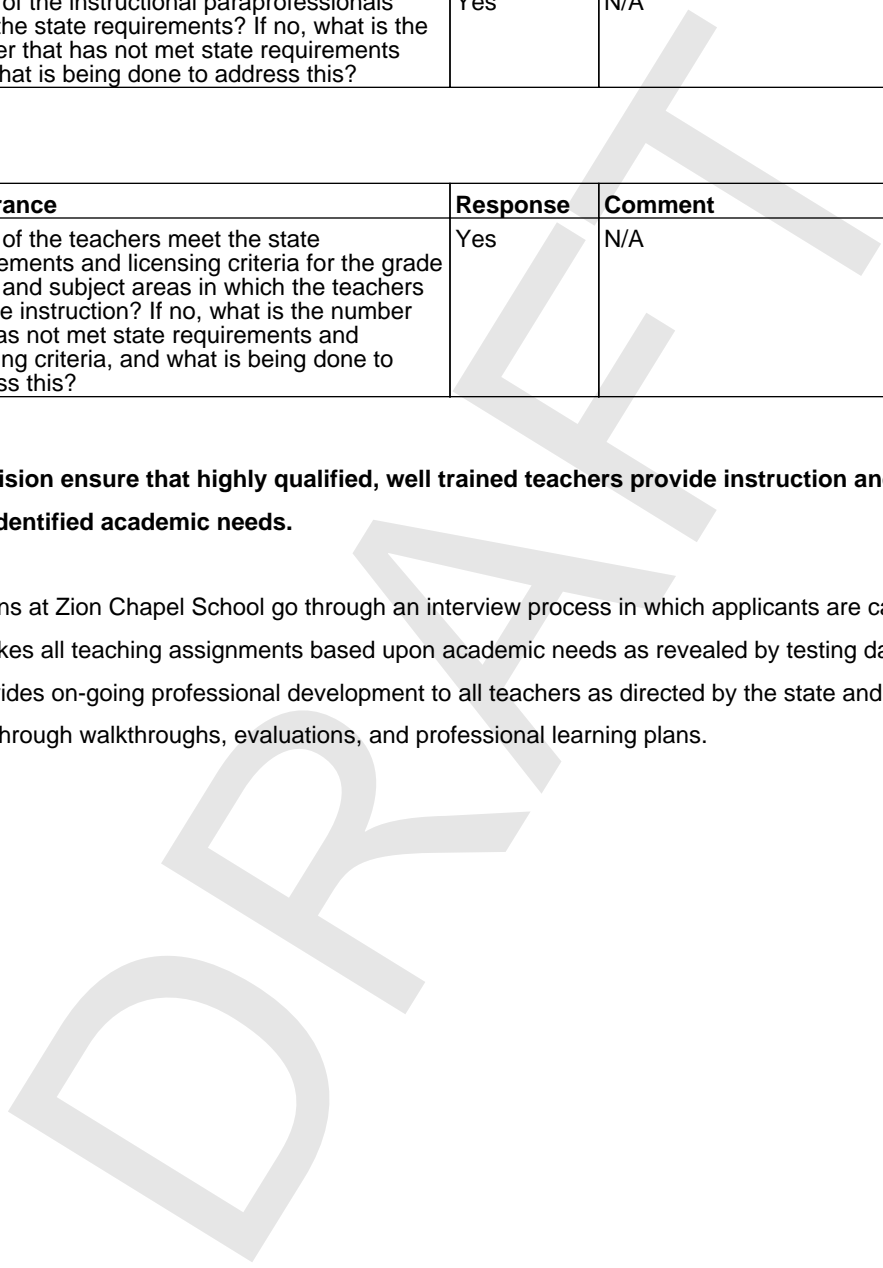
**Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))**

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	N/A	

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes	N/A	

**Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.**

All teachers hired for positions at Zion Chapel School go through an interview process in which applicants are carefully screened. Once hired, the administration makes all teaching assignments based upon academic needs as revealed by testing data and scheduling needs. The instructional coach provides on-going professional development to all teachers as directed by the state and local agencies and as needs are revealed through walkthroughs, evaluations, and professional learning plans.



## Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

### What is the school's teacher turnover rate for this school year?

Our school's current teacher turnover rate is 11.11%. This is due in part to two teachers who sought coaching positions in other systems.

### What is the experience level of key teaching and learning personnel?

23 faculty members hold a Bachelor's Degree

29 faculty members hold a Master's Degree

1 faculty member holds an Educational Specialist Degree

1 faculty members hold a Doctorate Degree

12 teachers have 0-5 years of experience

13 teachers have 6-10 years of experience

11 teachers have 11-15 years of experience

7 teachers have 16-20 years of experience

11 teachers have 20+ years of experience

### If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Teachers employed at Zion Chapel tend to remain employed in the school system for many years. Teachers generally leave Zion Chapel due to retirement of a family move. Zion Chapel has employed several military spouses, contributing to our teacher turnover at various times in the past.

Teachers who meet Alabama's standards for highly qualified status are recruited by the system. A pool of highly qualified applicants is developed through recruitment trips, website advertisement, attendance at job fairs on college and university campuses, and through the posting of available positions at individual schools throughout the system. Our system's partnership with Troy University supporting teacher interns has provided a number of highly qualified teachers. Vacancies within the school system are posted on TeachInAlabama.com, and applications are submitted using this website.

## **Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**

### **Describe how data is used from academic assessments to determine professional development.**

All administrators and the instructional coach will participate in College and Career Readiness Standards training and provide turnaround training for appropriate faculty. High school science teachers will attend training with Science in Motion. All math teachers will participate in AMSTI training. All core teachers in grades 7-12 will continue to participate in Laying the Foundations training. Advanced Placement teachers will attend AP Summer Institutes and all update training during the year. The EL team will attend EL training. All teachers will participate in Professional Learning Communities during common planning time in which they will target teacher identified professional learning needs.

### **Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.**

All administrators and the instructional coach will participate in College and Career Readiness Standards training and provide turnaround training for appropriate faculty. High school science teachers will attend training with Science in Motion. All math teachers will participate in AMSTI training. All core teachers in grades 7-12 will continue to participate in Laying the Foundations training. Advanced Placement teachers will attend AP Summer Institutes and all update training during the year. The EL team will attend EL training. All teachers will participate in Professional Learning Communities during common planning time in which they will target teacher identified professional learning needs. Parents may attend Math Night, FAFSA Night (for juniors and seniors), PTO meetings and events, and participate in various stakeholder teams.

### **Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.**

All new teachers are assigned to a mentor teacher who will meet with them on a regular and consistent basis to provide help and support as determined by both.

### **Describe how all professional development is "sustained and ongoing."**

Training in College and Career Readiness Standards and AMSTI follows a cycle in which teachers, administrators, Central Office personnel, and instructional coaches are trained at an off-campus site. They return and train lead teachers who in turn train teachers within their grade level or department.

The A+ College Ready Grant provides core teachers in Grades 7-12 with ongoing training throughout the year. This includes training for Advanced Placement teachers, as well. The Alabama First Class Pre-K Grant also provides Pre-K teachers with ongoing training throughout the year.

Our other professional development opportunities remain part of our school plan until the school improvement team determines the need to move on to other professional learning.

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## Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

**Goal 1:**

To strengthen Zion Chapel School's ability to attract, recruit, and retain highly effective educators.

**Measurable Objective 1:**

demonstrate a behavior that indicates the positive impact of the Alabama Teacher Mentoring Program/Coffee County Mentoring Program by 05/25/2017 as measured by the increase in effective educator retention by 3%.

**Strategy1:**

Classroom Management - Professional learning will cover the following strategies: room arrangement, classroom rules and procedures, discipline plan, positive reinforcement, motivating students, transition time, time management, assessing and grading student work.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Classroom Rules, Procedures, and Room Arrangement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mentoring	Professional Learning Recruitment and Retention	08/08/2016	08/08/2016	\$0 - No Funding Required	Mentors

**Strategy2:**

Teaching and Learning - Professional learning will cover the following topics: feedback to students, implementing technology, differentiated instruction, developing lesson plans, using pacing guides, understanding college and career ready standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Developing Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Recruitment and Retention Professional Learning	10/25/2016	10/25/2016	\$0 - No Funding Required	Educators

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Activity - Understanding College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Professional Learning Recruitment and Retention	10/20/2016	10/20/2016	\$0 - No Funding Required	Educators

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Recruitment and Retention Professional Learning	10/19/2016	10/19/2016	\$0 - No Funding Required	Educators

Activity - Using Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Professional Learning Recruitment and Retention	10/26/2016	10/26/2016	\$0 - No Funding Required	Educators

Activity - Implementing Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Recruitment and Retention Professional Learning	10/17/2016	10/17/2016	\$0 - No Funding Required	Educators

Activity - Feedback to Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Professional Learning	10/03/2016	10/03/2016	\$0 - No Funding Required	Mentor Liaison and Principal

**Strategy3:**

Professionalism - Educators will participate in professional learning on the following topics: Alabama Quality Teaching Standards, Educator Code of Ethics, Parent Conferences, Confidentiality, and Communication (oral and written).

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Educator Code of Ethics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information presented at New Teacher Orientation	Recruitment and Retention	09/01/2016	09/01/2016	\$0 - No Funding Required	Mentor Liaison and Principal

Activity - Confidentiality	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning	Professional Learning	08/08/2016	08/08/2016	\$0 - No Funding Required	Educators

Activity - Parent Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning	Professional Learning	10/20/2016	10/20/2016	\$0 - No Funding Required	Educators

Activity - Communication (oral and written)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning	Professional Learning	08/11/2016	05/25/2017	\$0 - No Funding Required	Educators

**Goal 2:**

To ensure that students achieve at high academic levels.

**Measurable Objective 1:**

demonstrate a proficiency increase in math from 39% to 45% in Grades 1 through 6 by 05/25/2018 as measured by the STRIDE Progress Monitoring Assessment.

**Strategy1:**

Differentiation Through Digital Tools - Utilize digital tools such as STRIDE to remediate and fill gaps, particularly in reading; utilize digital tools when a student is at or exceeding proficiency.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Mandinach, Ellen B. "A perfect time for data use: Using data-driven decision making to inform practice." Educational Psychologist 47.2 (2012): 71-85.

Activity - Train for SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using SPIRE for Grades 1-6 to differentiate instruction.	Professional Learning Academic Support Program	08/11/2017	05/25/2018	\$2500 - General Fund	Administrators, teachers, instructional coach

**Measurable Objective 2:**

demonstrate a proficiency to meet or exceed state established benchmarks which will reduce achievement gaps between identified subgroups by 05/25/2018 as measured by Scantron End of Course exams, the ACT, and WorkKeys.

**Strategy1:**

Best Practices for Professional Learning - Provide professional learning opportunities that will prepare teachers to implement best practices

related to specific subgroups.

Category: Develop/Implement Professional Learning and Support

Research Cited: Dexter, Douglas D., Charles A. Hughes, and Thomas W. Farmer. "Responsiveness to intervention: A review of field studies and implications for rural special education." *Rural Special Education Quarterly* 27.4 (2008): 3-9.

Activity - Intervention/Strategies Resource Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To produce an online resource guide that includes interventions and strategies to be used as a reference for classroom teachers.	Academic Support Program	10/02/2017	05/25/2018	\$0 - No Funding Required	Administrators, teacher leaders, instructional coach

Activity - Community-Based Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effectively use community resources to assist students and teachers with mastery of goals and standards.	Community Engagement	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, counselors, teachers, staff

Activity - Increased Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To hire teachers/aides in the instructional setting as needed to support best practices.	Class Size Reduction Academic Support Program	08/11/2017	05/25/2018	\$50000 - Title I Part A	Administrators

### Measurable Objective 3:

collaborate to ensure that students will graduate college and career ready by 05/25/2018 as measured by CRI indicators and graduation rate.

### Strategy1:

College and Career Readiness - Increase awareness of the state college and career readiness indicators and special education transitional needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Iver, Douglas J. Mac. "Meeting the needs of young adolescents: Advisory groups, interdisciplinary teaching teams, and school transition programs." *The Phi Delta Kappan* 71.6 (1990): 458-464.

Activity - Counselor Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning opportunities for counselors focusing on developing Four Year Plans	Professional Learning Career Preparation/Orientation	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and counselors

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Zion Chapel School

Activity - Transition Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enhance transition plans and resources for special education	Academic Support Program	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, special education teachers, teachers

Activity - Enhance Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase use of effective communication tools (i.e., school website, SchoolCast, Remind, weekly folders, newsletters, email, etc.)	Community Engagement	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

**Measurable Objective 4:**

demonstrate a proficiency increase in reading from 46% to 52% in Grades 1 through 6 by 05/25/2018 as measured by the STRIDE Progress Monitoring Assessment.

**Strategy1:**

Differentiation Through Digital Tools - Utilize digital tools such as STRIDE to remediate and fill gaps, particularly in reading; utilize digital tools when a student is at or exceeding proficiency.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Mandinach, Ellen B. "A perfect time for data use: Using data-driven decision making to inform practice." Educational Psychologist 47.2 (2012): 71-85.

Activity - Train for SPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using SPIRE for Grades 1-6 to differentiate instruction.	Professional Learning Academic Support Program	08/11/2017	05/25/2018	\$2500 - General Fund	Administrators, teachers, instructional coach

**Measurable Objective 5:**

demonstrate a proficiency to meet or exceed the state established growth benchmarks by 05/25/2018 as measured by Scantron End of Course exams, the ACT, and WorkKeys.

**Strategy1:**

CCRS Standards - Continue strengthening teacher knowledge of CCRS standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Phillips, Cynthia A. "Common core state standards: Challenge and collaboration." The Educational Forum. Vol. 79. No. 2. Routledge, 2015.

Activity - Professional Development Strands	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty members attend professional development opportunities pertaining to their specific content and area of instruction.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, instructional coach, teachers, district leaders

Activity - Instructional Coach Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach and administrators to attend regional and state training.	Professional Learning Academic Support Program	08/11/2017	05/25/2018	\$3000 - District Funding	Administrators and instructional coach

**Strategy2:**

Student Impact Strategies - Ensure that all teachers are equipped to and are implementing strategies that have the greatest impact on student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom instruction that works: Research-based strategies for increasing student achievement. Ascd, 2001.

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporation of effective and regular formative and summative assessments in the classroom.	Direct Instruction	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, and instructional coach

Activity - Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer and analyze student impact survey to measure teacher awareness and use of best practices and high impact strategies.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom observations by administrators, teachers, and instructional coach.	Professional Learning	08/11/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, and instructional coach

## Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

At the onset of the 2017-2018 school year teachers and administrators participated in school-wide data analysis workshops during which statewide academic assessment results were discussed. All classroom teachers have input into site-based decision making regarding statewide academic assessments results.

During this academic year our school will be administering the Scantron Performance Series. The implementation of this assessment tool will result in an increase in collaborative analysis of test data by teachers and administration and allow us to help our staff address areas where there are learning gaps.

In addition, we will use this assessment as evidence to the A+ program of our yearly growth across all content areas.

In addition to data meetings across grade level bands, homogeneous grade level meetings, and content area meetings, teachers will have input on how to address learning gaps within their content areas.

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## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))**

### **What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Students experiencing academic difficulties are identified by teachers and provided with additional Tier II or Tier III interventions and additional academic assistance in the classroom. If the student does not improve from these measures, the teacher may refer the student to the PST team for additional recommendations and assistance. The student is monitored and receives appropriate accommodations and/or services provided by the classroom teacher or additional teachers, administrators, counselor, and/or additional resource personnel. Students may also be referred for Section 504 services and/or special education evaluations for additional services. Students can be referred for these evaluations by the PST Team or by the parent, physician, or other outside referral.

### **How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

In addition to daily classroom assistance, students can obtain tutoring during the school day through the Activity Period intervention and through after-school tutoring by classroom teachers. Tutors are utilized to assist students having difficulty mastering specific grade-level academic skills. Classroom teachers provide Tier II instruction daily to reinforce skills that the students have not successfully mastered. Students may volunteer to participate in the remediation/intervention services offered through the after-school tutoring program and the activity period remediation or by recommendation of the PST team, administrators, teachers, and parents.

### **Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**

School counselors along with teachers and administrators identify students who may qualify as economically disadvantaged, homeless, neglected and/or delinquent, migrant, immigrant, and or EL status. These students are provided with school supplies, clothing, food, and/or other health items and medical services so that they will not have any barriers to school enrollment, attendance, and or success in school. These students have their school fees waived and are automatically eligible for free lunch/breakfast. These children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Any fee for after-school activities are waived for students who show extreme need of support. Many teachers volunteer their time, classroom resources, and materials during and after school to tutor students having difficulty in the classroom. Several local civic and church groups provide the school (free of charge) with additional school supplies, personal hygiene items, clothing, food, and other items as needed for the students that are identified as neglected, needy, disadvantaged, and homeless.

### **Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**

Migrant, ELL, or Immigrant: Most students enrolled in Zion Chapel remain in our school for a substantial period of time. At this time, we do not have any students identified as "migrant", "ELL", or "immigrant" status.

Economically Disadvantaged, Neglected and/or Delinquent and Homeless: Zion Chapel has been identified as a Title I school and some of this funding is used to enhance the education of the students identified as "economically disadvantaged. These students may benefit by waiving any school fee or expenses that may be incurred for programs, activities or services offered to all students during the school day. Additional costs for activities such as field trips, basic graduation expenses, club participation, etc. can be waived. Funds can be requested to cover these costs by requesting support from our school system's federal programs coordinator at our Central Office. Several local civic and church groups provide the school (free of charge) with additional school supplies, personal hygiene items, clothing, food, and other items as needed for the students that are identified as neglected, needy, disadvantaged, and homeless. In addition to the services listed above for students identified as "Homeless", if placement to another school district is required, Zion Chapel will work with the parent/guardian to provide services to still allow the child to continue enrollment at Zion Chapel based on academic, social/emotional needs to complete the grading period/semester. It is the policy of the school to promote the best academic success possible when students enroll and withdraw. Based on the child's needs, the school will address the best possible solutions in assisting the child with earning the required credits for promotion/graduation. Students and their families may be identified as "doubled up" where one family is living with another family. The family member providing the home provides a statement confirming that the family is currently "homeless" and residing in the same home with them. Obtaining this statement will waive some of the enrollment requirements such as "proof of residency".

Special Education: Students being served through special education receive additional services identified in the IEP. If at any point during the school year if those needs change, an IEP meeting will be held to address the needs and make arrangements to fulfill those needs (academically, socially, physically, emotionally, etc).

**Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.**

Because Zion Chapel is considered a small school, with a limited number of faculty members, all students in grades 7-12 are able to take at least one career technical class during the school day. No student is denied access into a career technical program. Many times, students can take up to three career technical courses depending upon the master schedule of courses offered and their diploma endorsement selection.

Students are enrolled in career technical courses based upon interest and scheduling parameters first. This allows student to have a choice in the electives they take in grades 9-12. Scheduling priorities are usually given to the rising 12th graders first, and then work downward, based on academic needs, career plans, and extracurricular activities of the students. Before developing the pre-registration forms for the upcoming year, the guidance counselor meets with the career technical teachers to obtain a master list of courses to offer, based on the career pathways of the program and the students' 4-year plan. Students in Grades 7 and 8 are given opportunities to rotate through all the career technical classes prior to 9th Grade. This gives the students the opportunity to be exposed to all three of the career technical programs at Zion Chapel. Provisions are made for students enrolled in the career technical classes who are economically disadvantaged/neglected/delinquent and students who are single parents. Through the "homeless and migrant" funds and support from our federal programs coordinator at the central office, these students are assisted with any academic/personal needs such as free access to summer school, participation in after-school tutoring or the 21st Century after-school program, paying for fees such as FCCLA/FACS fees, FFA/AgriScience Classroom fees, FBLA/ Career Preparedness/Multimedia Classroom fees, and paying for basic graduation fees (cost of cap

and gown, diploma, tassel, etc). These students are given opportunities to compete in local, regional and state competitions sponsored by the career technical clubs. Students are encouraged early in the middle school grades to explore careers and opportunities in nontraditional fields. All students in grades 7 and 8 are allowed to "rotate" through all of the career technical programs at Zion Chapel. This gives many a first-hand view of the different career opportunities and experiences before entering the 9th grade. As students progress in high school, they are encouraged to select elective courses that support their interests and career pursuits. We currently have males actively involved in the Family and Consumer Science classes and FCCLA club as well as females who are very involved in the FFA program. We have several students (both male and female) who attend the Welding Program at the Elba Career Academy. We have several students who are currently second-year welding students who have competed in several competitions through the Skills USA program. Both male and female students actively participate in the business education classes offered at Zion Chapel. Students enrolled in career technical programs who are identified with disabilities are given many opportunities to be successful in the career technical classes. The career technical teachers are expected to participate in the development of the student's IEP/504 Plan, monitor their progress, and maintain their accommodations/modifications that are prescribed by the IEP team for each. Copies of the IEP or 504 Plan are given to the career technical teachers. They are required to keep written documentation of the accommodations that the student may need to be successful in the career technical classroom.

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## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))**

**List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.**

The State of Alabama Education Program: The State of Alabama funds the basic needs of the program in terms of teacher units based on student enrollment. Teachers are also provided with CIS (Classroom Instructional Supply) money from the state which pays for their copies on the copy machines and for other supplies needed by individual teachers.

Title I (Federal): Title I funds are used to supplement regular funding from the state and local resources. Title I funds are used to fund tutors, aides, instructional coaches, assistant principals as well as benefits for these units. Title I funds are also used to purchase needed materials and supplies, curriculum materials, items for science labs, updated technology, alternative behavior personnel, parental involvement supplies, professional development opportunities, and other needed materials and supplies not funded by other sources.

**How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?**

Local agencies visit our school to talk with students about issues that impact the students we serve. Local agencies such as 4H and Laurel Oaks provide violence and bullying prevention training to our students. We participate in National Bullying Prevention Month with various school activities. We have agencies such as the Pike County Child Advocacy Center discuss with students the "Good Touch" Bad Touch" conversation. We participate in Red Ribbon Week via the school counselors. The Coffee County Extension Office provides a health and nutrition class with select grades which focuses on the importance of good nutrition and fitness. Our school's Clothes Closet provides donated clothing to students and families in need. The Coffee County Extension Office provides real-world training via the Reality Check program for ZC juniors. As part of the Farm City Week, kindergarten and 1st grade students learn about farm animals. The Ground Water Festival is attended by our 4th grade students where they learn how to keep ground water clean and water conservation techniques.

## **Component 10: Evaluation (Sec.1114(b)(3)):**

### **How does the school evaluate the implementation of the schoolwide program?**

Student achievement data is reviewed by the Problem Solving Team during monthly meetings to evaluate the progress students are making with interventions as well as by the Building Leadership Team at quarterly meetings to determine efficacy of strategies and activities being implemented school-wide. Observations and walkthroughs are also conducted by administrators and instructional coach to monitor the implementation and success of all programs.

### **How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?**

School data is reviewed and measured according to the outcomes stated in the ACIP. School reports and individual student achievement are studied by teachers and administrators to determine areas of strengths and weaknesses. This information informs teachers on what changes they need to make in their instruction. This information also drives what kinds of intervention pieces need to be put into place to support students who struggle academically.

Attendance and discipline also play a role in student achievement. Attendance is monitored on a regular basis. Attendance officers support the school when a student has multiple absences. The school counselor makes parent contact to discuss excessive absences to determine if there is viable reason the student should absence. From this information, the team can determine if there is a need to change the current plan to meet the continuous needs of the students.

### **How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?**

Building Leadership Team members analyze relevant data to determine efficacy of the schoolwide program on overall student achievement. Students who have been determined as performing furthest from expected benchmarks are monitored by the PST (Problem Solving Team). Appropriate interventions are decided upon by the team. Throughout the year, the team meets to adapt to the needs of each individual student with the ultimate goal of helping the student master grade-level standards. The PST team informs the leadership team of effective programs/interventions which guides them in developing improvement strategies for subsequent schoolwide plans.

### **What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

The Building Leadership Team monitors and discusses the plan throughout year and continuously reviews the goals to ensure all efforts are being guided by the goals. The team makes adjustments as needed based on the most updated data and regularly collected input from stakeholders. Resources are allocated accordingly.

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# 2017-2018 Coordination of Resources - Comprehensive Budget

DRAFT

## **Introduction**

List all federal, state, and local monies that the school uses to run its program.

DRAFT

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	45.98

Provide the number of classroom teachers.

45.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	47.6

Total

47.60

### Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	118169.0

Total

118,169.00

### Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.5

Provide the number of Assistant Principals.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	150121.0

Total

150,121.00

DRAFT

### Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	2.0

Provide the number of Counselors.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	156595.0

Total

156,595.00

DRAFT

## Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	75308.0

Total

75,308.00

DRAFT

### Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

DRAFT

### Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

DRAFT

## Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	10889.0

Total

10,889.00

DRAFT

### Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3992.0

Total

3,992.00

DRAFT

## EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

DRAFT

### Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	21700.0

Total

21,700.00

DRAFT

## Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1567.0

Total

1,567.00

DRAFT

### Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	153243.17

**Provide a brief explanation and breakdown of expenses.**

- (1) Reading Coach (.02 FTE) \$5448.00
- (1) Asst. Principal (.50 FTE) \$50040.00
- (2) Classroom Teachers (.54) \$86,366.00
- Equipment Maintenance Agreements \$2549.00
- Instructional Supplies \$1582.00
- Library Atrium \$500.00
- Instructional Software \$2880.00
- Tutors \$1720.00
- Parental Involvement \$2158.17

DRAFT

**Title II**

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

DRAFT

**Title III**

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

DRAFT

### Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

DRAFT

**Title V**

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

DRAFT

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	10238.0

**Provide a brief explanation and breakdown of expenses.**

Substitutes \$1000

Travel \$153

Technology \$5025

PD \$4060

DRAFT

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

**Other**

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

DRAFT

## Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

DRAFT

# 2017-2018 Parent and Family Engagement

DRAFT

## **Introduction**

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

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## Parent and Family Engagement

**Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))**

At the start of each school year during Open House, Zion Chapel School holds an Annual Meeting of Title I Parent for the purpose of informing parents of the school's participation in Title I, explaining the requirements of Title I, and explaining parents' rights to be involved. This meeting is advertised to the community through road signs, SchoolCast, the school website, and local newspapers to ensure maximum parent participation in the meeting.

Because Zion Chapel is a Title I school, we receive federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards, purchasing supplemental staff/programs/materials/supplies, conducting parental involvement meetings/trainings/activities and, recruiting/hiring/retaining Highly Qualified Teachers. Being a Title I school also means parental involvement and parents' rights to be involved in the development of the LEA Title I Plan, our school's ACIP, and the budgeting of our school's Title I funds. Receiving Title I funding also means that 1% of our Title I funds are set aside for parental involvement use.

**Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))**

1.) Zion Chapel offers flexible parent meetings throughout the year. We offer separate times for Open House visits for elementary and high school, as well as a four-hour window in the afternoon/evening for parent night/Open House. Daytime meetings can be scheduled at the convenience of the parent. We also offer a variety of activities for children during the school's Parent-Teacher Conference Night in October. These include games, activities, and snacks.

An Annual Meeting for the parents of Title I schools is held during each school year with flexible offerings. During these meetings, parents are given a description and explanation of the curriculum in use, forms of assessments used to measure student progress, and the proficiency levels students are expected to meet.

2.) All Zion Chapel parents are invited to our annual Open House / Title I Parent Meeting in August where we educate parents on the parent rights and their involvement in the planning, review, and improvement of the Title I Program. All parents have the opportunity to be involved in the decision-making process. During the year other meetings are conducted where parents are given opportunities to offer input, make suggestions, share experiences, and participate in the decision making process. Parents will be informed at the annual meeting of their right to express their disagreement with any aspect or component of the LEA Consolidated Application for No Child Left Behind funds by contacting the Coffee County Schools Federal Programs Coordinator.

3.) Funds allocated for parent involvement are used for the following purposes:

- timely information about Title I, Part A programs;
- a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure students' progress, and the proficiency levels students are expected to meet;
- if requested by parents, opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as practicable;
- assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessment, the Title I, Part A requirements, and how to monitor a child's progress and work with educators to improve the achievement of their child;
- materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology to foster parental involvement;
- assistance in communicating with teachers;
- information related to school and parent programs, meetings, or other activities in a format and, to the extent practicable, in a language the parents can understand;
- parental involvement activities as requested;
- literacy training if all other reasonably available sources are exhausted; and,
- reasonable transportation and child care costs to enable parents to participate in school-related meetings and training sessions.

**Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))**

Zion Chapel School will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Parent surveys have been distributed in both English and Spanish as needed
- Information may be translated as needed by central office
- Interpreters are provided for meetings as needed for parents that do not speak English.
- Materials will be provided in an understandable format.
- Hold an annual ESL parent information session, if needed. Information is given to parents on various topics, and parents are given an opportunity to ask questions.

The LEA plan for Migrant, Immigrant, Neglected and Delinquent, and Children and Youth Experiencing Homelessness will be followed.

Zion Chapel will also provide opportunities to educate teachers, central office staff, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

The school's Home-School Compact also addresses the importance of communication between home and school on an ongoing basis through, at a minimum: parent / teacher conference at least annually during which the compact will be discussed as it relates to the individual child's achievement; frequent reports to parents on their child's progress; notification of their child's progress on state assessments; reasonable access to staff; opportunities to volunteer and participate in their child's class, and observation of classroom activities.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))**

Zion Chapel School has developed a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. This compact is part of the school's written parental involvement plan developed by the school and parents under section 1118(b) of the No Child Left Behind Act of 2001. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State standards. School administrators, faculty members, parents, and students serve on the Parental Involvement and Home-School Compact Committee which agrees upon activities and actions that will support effective parental involvement and strengthen student academic achievement.

In addition, during this meeting we conduct an annual evaluation of the content and effectiveness of the parental involvement plan in improving the academic quality our school, including identifying barriers to greater participation by parents in authorized activities; and (2) use the findings to design more effective strategies and revise the plan.

All parents are made aware that the plan is being evaluated and understand the procedure that is in place allowing them the opportunity for input. Input may be from serving as a member of the committee conducting the evaluation; completing a parental involvement survey; participating in parent focus groups; etc. The input, including the results of the parental involvement survey, are used to assist in addressing the evaluation of the plan.

**Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))**

Parents will be informed at the Annual meeting of their right to submit to the Coffee County Federal Programs Director their comments of dissatisfaction with the school's Parental Involvement Policy and Continuous Improvement Plan when it is submitted.

The Parent and Student Advisory Committees meet periodically to evaluate and revise, if necessary, the Title I Plan, the Title I budget, the Parental Involvement Policy, the Parental Involvement Plan, Home- School Compact, the method of allocating funds to the schools (i.e. Set Asides) and other federal programs' policies and program components.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**

Parental and community participation will be promoted and encouraged. When parents feel they have the power to change and control their circumstances, their children tend to do better in school. Their parents are also better equipped to help them. When schools work with families to develop their connections, families become powerful allies of the school and advocates for public education. Not later than thirty days after the beginning of the school year, parents must be informed of identification, level of proficiency, instruction, IELP objectives, exit requirements, academic achievement standards for promotion and graduation.

Parents and community members who speak a language other than English are invited and encouraged to participate in all school and system level programs and activities as English speaking parents. The school system will provide the following:

- Conduct an annual evaluation of educational programs to identify and eliminate barriers that may exist in preventing parents from participating in school activities
- Provide an interpreter to assist in school registration, if needed
- Provide an interpreter for parent/teacher conferences
- Provide notices of school meetings and other activities in the language parents can understand
- Provide opportunities for parents to participate in the education of their children
- Provide opportunities for parents to be included on school and system level committees

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and**

**coordinate parent programs, and build ties between parents and the school. (Describe)**

The Coffee County School System and Zion Chapel School will use effective strategies to implement effective parental and family involvement in the Title I Program. It is the belief that there is a shared responsibility in educating children. There must be a sense of shared responsibility and accountability from the school and the home. To this end, there will be a unified effort to build partnerships with the parents and families of our students. This partnership will be accomplished through parental notification of the Title I Program and parental involvement activities.

The Home-School Compact will be developed with the involvement and input from parents. This compact is customized for our school and updated annually. It is distributed to each Title I parent as an agreement to work cooperatively for each child's school success. The goal is to help accomplish the desired learning and to establish open communication between parents, and school staff. Our school's compact consists of an agreement by the teacher, parent, and principal. In the lower and upper grades, the student also signs the agreement. Each agrees to carry out his/her responsibility.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)**

In addition to Title I activities, parents will be also invited to participate in the school system or school activities which may include:

Family Literacy Services

Parent Visitation Day (Statewide Observance)

Parent / Teacher Conferences

Home and School Newsletter

Family Reading Night

Grandparents Day

Parents' Lunch Day(s)

Kindergarten Open House

Parent Orientation and Open House

Kindergarten JUMPSTART

PreK JUMPSTART

Parenting Sessions

PTO

Parent Luncheons

School / Parent Newsletter

Community Involvement

Business Partnerships  
Read Across America Week  
FAFSA Help Night  
Senior Parent Night  
Fall Festival

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Title I brochure
- Migrant brochure
- Homeless brochure
- SchoolCast
- TransAct
- Parent/Student Information Guide
- Student handbook
- School website
- INow Home Portal

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

Parents are invited and encouraged to serve on various advisory committees throughout the year. These advisory committees function to create school calendars, revise the school-home compact, revise the parental involvement plan, as well as to offer feedback concerning different activities and events throughout the year. We strive at Zion Chapel to create an environment that encourages parents to become active participants in their child's education. When parents suggest activities or changes they would like to see, the building leadership takes

them into consideration and, when able, acts upon the request.

**Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))**

Parents shall be given written notice that their child has been classified as EL. The notice shall request parental approval (as indicated on the EL Committee documentation) to place the student in the EL program, as well as information about the benefits of the program and that it is an integral part of the school program. The notice shall be printed in English as well as their native language with the TRANSACT program. If this is not possible, an interpreter will be asked to convey this to the parents of the EL student. Entry into the EL program must be approved in writing by the student's parent or guardian. Approval shall be considered valid for the student's continued participation in the program until the student meets the exit criteria, graduates from high school, or the parent requests a change in the program placement.

Zion Chapel School will, not later than 30 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program of:

1. The reasons for the identification.
2. The child's level of English proficiency.
  - a. How such level was assessed.
  - b. The status of the child's academic achievement.
3. The method of instruction used in the program.
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
8. Information pertaining to parental rights that includes written guidance detailing
  - The right of the parents to have their child immediately removed from supplemental Title III programs upon request.
  - The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available.
  - The various programs and methods of instruction if more than one program or method is offered by the eligible entity.